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The Facts Are In!

A study of the characteristics and experiences of immigrants seeking employment in regulated professions in Ontario

Summer 2002

MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

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EXECUTIVE SUMMARY

Each year Ontario receives over 100,000 immigrants. On average, 72 per cent of working-age immigrants (those aged 18 to 64) are highly educated and trained. Just under a quarter of these people are seeking employment in regulated professions and trades. The ability of qualified immigrants to gain access to professions and trades is important for Ontario as its population ages and as its economy adjusts to the demands of the 21st century.

The Government of Ontario's Access to Professions and Trades (APT) initiative was established in 1995 to promote fair, merit-based registration procedures and employment practices for foreign-trained professionals and tradespeople, and thereby enhance the economic and social contributions these people make to the province.

To gain an understanding of what helps and hinders qualified immigrants in their search for suitable jobs in the province, the APT unit undertook a research study about the experiences of immigrants seeking employment in Ontario's regulated professions. (Regulated professions are self-governing. They have the authority to establish training and entry requirements and standards of practice and competence, and they include such occupations as accountancy, engineering, law, medicine, nursing, occupational therapy, pharmacy, and teaching.) This report summarizes the study's findings.

The 643 immigrants who were interviewed for the study were randomly selected from a list, provided by Citizenship and Immigration Canada, of all immigrants to the province who have some postsecondary education. The sample (N = 643) is representative of foreign-trained professionals aged 18 to 64 who arrived in Ontario after January 1, 1994, and who intended to work in a regulated profession. Data was collected between September 1998 and August 1999 by conducting face-to-face interviews with each participant.

Based on an analysis of the responses of the participants, the report reaches the following conclusions:

- Occupation-specific information about the Ontario labour market and licensing procedures, including the steps involved in obtaining a licence and the possible need to upgrade educational and/or professional credentials before or after immigration, is extremely important in helping foreign-trained professionals obtain jobs in their fields.

- Government of Canada visa offices and the Internet are two critical mechanisms for the dissemination of information about the labour market and licensing procedures.

- Occupation-specific official-language skills are useful in helping foreign-trained professionals obtain a job that uses their skills.

- Computer, occupation-specific, and language courses taken after arrival in Canada are particularly helpful to foreign-trained professionals.

- Assessments of academic credentials are useful in helping foreign-trained professionals obtain a licence to practise their profession. This licence, in turn, gives them access to jobs in their fields.

- Ontario benefits most from foreign-trained professionals when their first job in Canada is in the exact profession for which they were trained or a related one. In economic terms, this situation maximizes the human capital of these immigrants.

The report describes several steps Ontario has taken to help foreign-trained professionals participate fully in the provincial economy as soon as possible after their arrival in the province:

- A $12 million investment over three years, announced in the 2001 Ontario Budget, is helping qualified, foreign-trained professionals gain speedier access to their profession in the following sectors, which have been experiencing skill shortages: the health professions, teaching, auto parts manufacturing, skilled construction and manufacturing trades, computer programming in health informatics and financial services, and biotechnology.

- Two projects, funded in 2000 through a government investment of $3.5 million, provide qualified foreign-trained nurses and pharmacists with an opportunity to acquire the additional education and skills they need to meet Ontario standards without duplicating the learning they have already acquired elsewhere.

- A provincially sponsored academic credential assessment service was launched in fall 2000. Operated by World Education Services (WES)–Canada, the new service assesses foreign degrees and diplomas, providing comparisons with equivalent degrees and diplomas issued in Ontario. WES, a not-for-profit agency, is the largest credential assessment service in North America with an international reputation for high-quality service.

- The Ministry of Training, Colleges and Universities' APT unit has provided funding to both the College of Midwives of Ontario and the College of Physiotherapists of Ontario to help them develop and implement improved, streamlined processes for assessing candidates' prior learning and experience.

- Fifteen occupational fact sheets, which include up-to-date information on licensing requirements and labour market conditions in Ontario, are now available via the Internet for new and prospective immigrants. More are being developed.

- Interactive occupational fact sheets, also available on-line, allow users to access occupation-specific information.

- In partnership with a community agency and with federal funding assistance, the Ministry of Training, Colleges and Universities developed the Sector-Specific Terminology, Information, and Counselling project (STIC). STIC has provided foreign-trained professionals with training manuals and self-assessment tools to help speed up their entry into the province's labour market.

The report also suggests some actions Ontario believes the federal government should take in this area. The federal government should:

- ensure that the labour market information it provides to applicants for immigration who intend to work in Canada is current, accurate, and province-specific with respect to the skills in demand and the educational qualifications and certificate or licence required

- strengthen its support for occupation-specific labour market language training for immigrants

- consult with the provinces to determine how province-specific academic credential assessment services can help federal government visa officers, who conduct educational assessments of applicants for immigration, determine the educational equivalencies of these applicants

1. INTRODUCTION

Each year Ontario receives over 100,000 immigrants. On average, 72 per cent of working-age immigrants (those aged 18 to 64) are highly educated and trained. Just under a quarter of these people are seeking employment in regulated professions and trades.

To gain an understanding of what helps and what hinders qualified immigrants in their search for suitable jobs in the province, the Ministry of Training, Colleges and Universities undertook a research study. The specific purpose of the study was to learn about the experiences of immigrants seeking employment in regulated professions.

Regulated professions are those for which the province has established self-governing bodies. They include such occupations as accountancy, architecture, engineering, law, medicine, nursing, occupational therapy, teaching, and veterinary medicine. Regulated professions are highly skilled; they require postsecondary education and additional training. Most also require that persons be licensed before they can practise the profession.

This report summarizes what the study revealed about the experiences of immigrants seeking employment in regulated professions. Ontario has already begun to use this information to review its policies and programs related to immigrants' access to regulated professions in the province.

Chapter 2 presents the data and methodology used in the study. Chapter 3 describes what we learned from our analysis of the data. It includes a demographic profile of the immigrants who participated in the study and the study's findings in the following areas of immigrant experience: employment information sought and received; English language ability; supplementary training taken after arrival in Canada; assessment of academic credentials; experiences with the process for obtaining a licence to practise their profession; and employment status. Chapter 4 outlines the conclusions reached by the study.

Chapter 5 describes Ontario government initiatives to help skilled immigrants gain quick access to their professions and trades and contribute to the province's economy, as well as some actions Ontario believes the federal government should take to help Ontario's and other provinces' efforts in this area.

Appendix A offers definitions of terms used in the text, including statistical terminology. It also provides more detail about regulated professions and a list of the regulated professions in Ontario at the time of the study. Appendices B and C contain tables that set out the statistics and analyses upon which the findings and conclusions of this report are based.

2. DATA AND METHODOLOGY USED

The questionnaire that formed the basis for the study was developed by the University of Toronto's Centre for Applied Social Research and then modified by the Ministry of Training, Colleges and Universities.

The 643 immigrants who were interviewed for the study were randomly selected from a list, provided by Citizenship and Immigration Canada, of all immigrants to the province who have some postsecondary education. The sample (N = 643) is representative of foreign-trained professionals aged 18 to 64 who arrived in Ontario after January 1, 1994, and who intended to work in a regulated profession. Some mobile immigrants were included in the sample. (Mobile immigrants are those who moved within the province or who left the province after their arrival, as well as those who landed elsewhere in Canada before coming to Ontario.)

Data was collected between September 1998 and August 1999 by conducting face-to-face interviews with each participant. Each interview lasted approximately one hour. The interviews were held in various parts of the province and were conducted in several languages.

Please note the following points about this research project and report:

- All the information in this study was obtained from people who presented themselves as foreign-trained professionals. It was not validated through additional testing or verification processes. No interviews were conducted with visa officers overseas or others who might have met immigrants who were seeking information, or making decisions, about whether to immigrate to Ontario and whether they could practise their profession here. The responses therefore reflect the perspectives of the foreign-trained immigrants who were interviewed, as reported by these people themselves.

  These parameters should be kept in mind, especially when considering the study's findings about immigrants' histories and English language abilities.

- *Not all participants responded* to all questions. In general, we have used the word *participants* to refer to all or most of the 643 people in the sample, and *respondents* to refer to those participants who responded to a particular question.

- Gender comparisons have been included in cases where responses showed a significant difference.

- Percentages in this document have been rounded off to one decimal point. Percentage totals in the tables have been rounded off to 100.0%.

3. WHAT THE STUDY REVEALED

The findings and conclusions in this chapter are based on the statistics and analyses set out in the appendices: frequency distributions are presented in appendix B and cross-tabulations in appendix C. (Statistical terms are explained in appendix A.) Some of the tables from those appendices are included in this chapter.

During the course of the research, we subjected a number of the frequency distributions and cross-tabulations in the report to various levels of analysis. The cross-tabulations are significant at a point of 0.01 level of confidence; that is, there is only a one per cent (1%) probability that the relationships occurred by chance.

3.1 Demographic Profile

The arrival in Canada of the participants in our study was fairly evenly divided among 5 time periods: 17.8% arrived in 1994, 23.7% in 1995, 18.2% in 1996, 19.6% in 1997, and 20.7% in 1998–99. (See appendix B, table 3.1a.)

Most participants (53%) were between the ages of 31 and 40, 18.2% were 30 years of age or younger, and 28.8% were 41 or older. (See appendix B, table 3.1b.)

There were more male participants in the study (62.5%) than females (37.5%). (See appendix B, table 3.1c.)

With respect to participants' knowledge of Canada's official languages, the vast majority (83.2%) had knowledge of English only. Only 1.4% had knowledge of French only. (See appendix B, table 3.1d.)

The immigrant categories used in our study are those set out in the Immigration Act of Canada. Almost three quarters of those interviewed (74.3%) were from the independent class, 16.2% were from the family class, and 9.5% were from "other" classes. (See appendix B, table 3.1e. See appendix A for definitions of immigrant classes.)

The world regions of origin used in our study are as follows: the United Kingdom and Europe, South Asia, the Pacific Rim, and "other" (Africa; the Middle East; North, Central and South America; and Guyana and the Caribbean). Most participants in the study (63.8%) came from regions in the "other" category. This large group was followed by immigrants from the Pacific Rim (30.6%), from the United Kingdom and Europe (3.1%), and from South Asia (2.5%). (See appendix B, table 3.1f. See appendix A for definitions of world regions of origin.)

The education level of participants was high, with 51.8% having at least a bachelor's degree, 7.8% having a professional degree, and 26.1% having a master's degree or doctorate. Of the remaining participants, 11.5% had a diploma, certificate, or trade certificate, and 2.8% had some postsecondary education. (See table 3.1g, below.)

Table 3.1g: Education level on arrival

Education level	Frequency (number of responses)	Percentage (%)
Bachelor's degree	333	51.8
Master's degree/doctorate	168	26.1
Diploma/certificate/trade certificate	74	11.5
Professional degree*	50	7.8
Some postsecondary education	18	2.8
Total	**643**	**100.0**

* Throughout this study, the term "professional degree" refers to *the completion of academic studies* in a specialized area, such as accounting, engineering, law, medicine, and other regulated professions. A professional degree is not the same as a "professional designation", which is granted by the regulatory body for the profession after *the completion of the licensing requirements* specified by the regulatory body.

All the participants in this study were trained in a profession that is regulated in Ontario. (As table 3.1g shows, participants' level of education varied. The level of education and training received by some foreign-trained participants may not be considered adequate by the regulatory bodies that govern professions in Ontario.) Many of those interviewed (42.9%) were engineers in

their home country, followed by teachers (12.4%), and accountants (9.8%). (See table 3.1h, below.)

Table 3.1h: Profession in home country

Profession in home country	Frequency (number of responses)	Percentage (%)
Engineer	276	42.9
Teacher	80	12.4
Accountant	63	9.8
Physician	46	7.2
Engineering technician	40	6.2
Nurse	29	4.5
Pharmacist	24	3.7
Medical laboratory technician	22	3.4
Veterinarian	12	1.9
Architect	8	1.2
Lawyer	8	1.2
Medical radiation technologist	7	1.1
Dentist/dental surgeon	6	0.9
Dental technologist	6	0.9
Psychologist	4	0.6
Physiotherapist	4	0.6
Midwife	3	0.5
Respiratory therapist	1	0.2
Insurance broker	1	0.2
Land surveyor	1	0.2
Occupational therapist	1	0.2
Agrologist	1	0.2
Total	**643**	**100.0**

3.2 Information Received

Participants were asked about the source of general information they had received about Canada before immigrating, such as its health care system, economic situation, and job markets. Most respondents (57.2%) stated that this information, which they used to help make the decision about whether to immigrate, came from friends and family. Other sources included books (7.5%), the Government of Canada's visa offices (7.1%), and newspapers (4.3%). (See appendix B, table 3.2a.)

Participants were asked about the type of employment information they received before immigrating to Canada. Considering all sources of information, 40.2% of respondents received

general labour market information. Some 14.4% were informed that jobs were readily available in Canada; 8.3% received information that jobs were available in their profession. On the other hand, 11% received information that jobs were not readily available in Canada, and 8.7% heard that there were no job opportunities in their profession. (See appendix B, table 3.2b.)

When asked about specific occupation-related information received before immigrating, 46.3% of respondents said they were informed that they would need a licence to practise in Ontario, and 20.1% said they were told about the specific licensing requirements. Some 29.1% reported being informed about the level of employment opportunities in their profession. (See appendix B, tables 3.2c, 3.2d, and 3.2e.)

Of those who received information about licensing requirements before immigrating to Canada, 65.8% were working in their exact or a related profession at the time of their interview with our researchers and 19.2% were working in an unrelated, non-professional job simply as a means of earning income. Of those who did not receive information about licensing requirements before immigrating, 50.3% were working in their exact or a related profession at the time of the interview and 30.9% were working in an unrelated job as a means of earning income. (See table 3.2f, below. See appendix A for definitions of job categories.)

Table 3.2f: Job category at time of interview with our researchers and information received before immigrating about licensing requirements

Job category		Information received about licensing requirements				Total
		Yes	No	Not really	Yes, but misleading	
Exact or related profession	Frequency	48	153	16	2	219
	%	65.8%	50.3%	51.6%	40.0%	53.0%
Other profession	Frequency	11	57	12	1	81
	%	15.1%	18.8%	38.7%	20.0%	19.6%
Non-professional work as means of earning income	Frequency	14	94	3	2	113
	%	19.2%	30.9%	9.7%	40.0%	27.4%
Totals	Frequency	**73**	**304**	**31**	**5**	**413**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

When asked whether the information they had received about their profession was helpful, 28.7% of respondents said that it was either very helpful or helpful, 10.5% said that it was neither helpful nor unhelpful, and 20.4% said that it was not very helpful or not at all helpful. (See appendix B, table 3.2g).

Respondents in the independent and "other" immigrant classes found the information about their profession more helpful than those in the family class: 30.9% of independent class respondents found the information either very helpful or helpful, compared with 33.4% in the "other" classes and 15.8% in the family class. (See appendix C, table 3.2h.)

Approximately one quarter of the participants (27.4% of respondents) told us that they had access to the Internet in their home country. (See appendix B, table 3.2i.)

Of those who had access to the Internet, 42.3% had access in their homes and 41.1% had access at work. (See appendix B, table 3.j.)

Some 37.5% of those who had access to the Internet reported that, while in their home countries, they used the Internet to get information on the Canadian labour market. (See appendix B, table 3.2k.)

Many of the participants said they felt that more Canadian labour market information should be available from Government of Canada visa offices (46.2%) and on the Internet (28.1%). (See table 3.2l, below.)

Table 3.2l: Location where more labour market information is needed

Location	Frequency (number of responses)	Percentage (%)
Visa offices	291	46.2
Internet	177	28.1
Libraries	68	10.8
Newspapers	44	7.0
Other	50	7.9
Total	**630**	**100.0**

3.3 Language Abilities

3.3.1 Official-language ability (English)

As we noted in section 3.1, the vast majority of participants had official-language ability in English only. The French-only element of the sample was quite small, and the project therefore did not inquire into participants' French-language abilities. (Statistics on immigrant arrivals in Ontario show that between January 1, 1994, and December 31, 1998 – roughly the period covered by this study – 1% of immigrants aged 18 to 64 had official-language ability in French.)

Participants were asked by the interviewers to rate their official-language ability (OLA) at the time of their arrival in Canada in writing, reading, and speaking. More than three quarters of the

respondents (76.8%) assessed themselves as having a good or excellent ability to write in English on arrival; only 8.1% reported having a poor ability. These figures are consistent with respondents' self-assessed ability to read English on arrival in Canada: 81.9% assessed themselves as having a good or excellent ability to read English, and only 6.8% rated themselves in the poor category. This trend differed slightly from respondents' self-assessed ability to speak English on arrival in Canada: 64.1% reported a good or excellent ability to speak English, while 23.6% reported a fair ability, and 12.3% reported a poor ability. (See appendix B, tables 3.3.1a, 3.3.1b, and 3.3.1c.)

The self-assessed official-language ability of participants at the time of their interviews with our researchers was also high, with 58.5% of respondents reporting a good ability and 30.4% reporting an excellent ability. The remaining 11.1% reported a poor/fair ability. (See table 3.3.1d, below.)

Table 3.3.1d: Official-language ability at time of interview with our researchers

Official-language ability	Frequency (number of responses)	Percentage (%)
Poor/fair	71	11.1
Good	374	58.5
Excellent	194	30.4
Total	**639**	**100.0**

When asked if their OLA had been evaluated at their immigration visa interview, 75% of respondents said "yes". (See appendix B, table 3.3.1e.)

Of those whose OLA was evaluated, 88.8% said that the evaluation was informal, through conversation during the immigration visa interview. (See appendix B, table 3.3.1f.)

More than half of the participants (58.4%) said they felt that their English language abilities had improved since their arrival in Canada. (See appendix B, table 3.3.1g.)

Of those who took language training after immigrating, 71.5% took general English-as-a-second-language courses, Language Instruction for Newcomers to Canada, or the Test of English as a Foreign Language course. (See appendix B, table 3.3.1h.)

The longer participants had been in Canada, the less likely they were to rate their current OLA as poor/fair. Few (7.1%) of the respondents who had arrived in 1994 reported that their OLA was poor/fair, while almost a quarter (24.2%) of those who had arrived in 1998–99 made that claim. Sixty-nine per cent (69%) of the respondents who had arrived in 1994 reported a good OLA, while 52.3% of the most recently arrived respondents, the 1998–99 arrivals, fell into this category. The percentages of those respondents who had arrived in 1994 and in 1998–99 who reported an excellent OLA were almost identical (23.9% of 1994 arrivals and 23.5% of 1998–99 arrivals). (See appendix C, table 3.3.1i.)

A greater percentage of women than men (15.9% of female versus 8.3% of male respondents) reported having a poor/fair OLA at the time of their interview with our researchers. A roughly equal percentage of women and men (59.8% of female and 57.8% of male respondents) reported having a good OLA. Among male respondents, 34% reported having an excellent OLA, compared with 24.3% of female respondents. (See appendix C, table 3.3.1j.)

Those in the independent immigrant class generally reported a higher OLA than those in other classes: 91.8% of independent class respondents reported a good or excellent OLA, compared with 77.7% of those in the family class and 85.3% in the "other" classes. (See appendix C, table 3.3.1k.)

Participants who were born in South Asia reported having the strongest OLA at the time of the interview, with 0% of respondents represented at the poor/fair level, 33.3% at the good level, and 66.7% at the excellent level. Respondents from regions categorized as "other" also reported a strong OLA, with 7.4% represented at the poor/fair level, 59.1% at the good level, and 33.6% at the excellent level. (See appendix C, table 3.3.1l.)

3.3.2 Occupation-specific official-language ability (English)

Participants also reported having a strong OLA in the profession for which they were trained: 34.8% of respondents said that they had an excellent ability to communicate in their occupation, 53.9% reported a good ability, and 10.1% fell into the poor/fair category. (See appendix B, table 3.3.2a.)

Participants who had been in Canada for several years rated themselves as having a better ability to communicate in their occupation than those who had arrived more recently. For example, 65.5% of respondents in the 1994 group reported having a good ability to communicate in their occupation, while 53% of those in the 1998–99 group reported being at that level. Similarly, 7.1% of the respondents who had arrived in 1994 rated themselves as having a poor/fair ability to communicate in their occupation, while 18.9% of respondents in the most recently arrived group (1998–99) rated themselves at that level. (See appendix C, table 3.3.2b.)

Participants' ability to communicate in the profession for which they were trained increased according to their level of education at the time of their arrival in Canada. The percentage of respondents who reported that they had a poor/fair ability decreased steadily as their level of education increased: 27.8% of those with some postsecondary education; 13.5% of those with a diploma, certificate, or trade certificate; 10.3% of those with a bachelor's degree; 12% of those with a professional degree; 5.6% of those with a master's degree; and 4.3% of those with a doctorate. (See appendix C, table 3.3.2c.)

Respondents in the independent immigrant class reported the strongest ability to communicate in the profession for which they had trained. Some 92.4% of independent class respondents reported a good or excellent ability, followed by 81.7% of those in "other" classes, and 75.7% of those in the family class. (See appendix C, table 3.3.2d.)

More than half of the women in the study (56.9% of female respondents) reported having a good ability to communicate in the profession for which they had trained, followed by 24.7% of female respondents who reported an excellent ability and 15.9% who reported a poor/fair ability. In comparison, 52.1% of male respondents reported a good ability to communicate in the

profession for which they had trained, 40.9% reported an excellent ability, and 6.5% reported a poor/fair ability. (See appendix C, table 3.3.2e.)

Of those who reported an excellent ability to communicate in English in the profession for which they were trained, 39.6% were working in the exact profession for which they were trained or a related one. Conversely, of those who reported a poor/fair ability to communicate in English in their occupation, only 9.4% were working in their exact or a related profession. A number of those who reported an excellent ability to communicate in English in the profession for which they were trained said that they were working in another, unrelated profession (17.6%). Of those who reported a poor/fair ability to communicate in English in their occupation, only 9.4% had moved into an unrelated profession. (See table 3.3.2f below.)

Table 3.3.2f: Job category at time of interview with our researchers and occupation-specific official-language ability

Job category at time of interview		Occupation-specific official-language ability				Total
		Poor/fair	Good	Excellent	Don't know	
Exact or related profession	Frequency	6	123	88	0	217
	%	9.4%	35.8%	39.6%	0%	34.0%
Other profession	Frequency	6	35	39	1	81
	%	9.4%	10.2%	17.6%	12.5%	12.7%
Non-professional work as means of earning income	Frequency	12	64	35	2	113
	%	18.8%	18.6%	15.8%	25.0%	17.7%
No response	Frequency	40	122	60	5	227
	%	62.5%	35.5%	27.0%	62.5%	35.6%
Total	Frequency	**64**	**344**	**222**	**8**	**638**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

3.4 Supplementary Training

Supplementary training for the purposes of this study is defined as training that is not technical in nature and that does not lead to professional accreditation. Over half of the participants (52.7%) took supplementary training courses after arriving in Canada. (See appendix B, table 3.4a.)

When asked which courses were most helpful, 28.7% of respondents named computer courses, 20% named occupation-specific courses, and 18.5% named language training. Other courses considered helpful were postsecondary education courses (10.3%), job search courses (5%), and co-op courses (3.2%). (See table 3.4b, below.)

Table 3.4b: The most helpful training course

Type of course	Frequency (number of responses)	Percentage (%)
Computer/technology	133	28.7
Occupation-specific	93	20.0
Language	86	18.5
Postsecondary education	48	10.3
Job search	23	5.0
All	18	3.9
None	17	3.7
Co-op	15	3.2
Don't know	11	2.4
Other	20	4.3
Total	**464**	**100.0**

When participants were asked why a particular course was the most helpful, many respondents said that it was related to their work or would help them become employed: 20% said that the course was helpful because it was related to their field of work, 17.1% reported that it would be helpful in obtaining a job, and 2.9% said that it was helpful for completing occupational requirements. (See appendix B, table 3.4c.)

Participants were asked if there were training courses they had wanted, but were unable, to take. Some 59.6% of respondents said "yes". (See appendix B, table 3.4d.)

Of those who were unable to take the desired training courses, 40.4% had wanted to take a computer course and 33.2% had wanted to take an occupation-specific course. (See appendix B, table 3.4e.)

When asked why they were unable to take the courses, many said that the courses were too costly (37.1%) or that they did not have enough time (25.2%). (See appendix B, table 3.4f.)

More independent class participants took training than family class participants (56.3% versus 40.4%). (See appendix C, table 3.4g.)

3.5 Academic Credential Assessments

An academic credential assessment is an evaluation of foreign secondary and postsecondary qualifications relative to similar qualifications obtained in Ontario.

At the time of our interviews, there were three academic credential assessment services in Ontario: the Ontario Comparative Education Service at the University of Toronto, the Academic Credentials Evaluation Service at York University, and the International Credential Assessment Service of Canada, a private service in Guelph. For a fee, these services evaluate degrees or diplomas obtained in other countries to determine whether they are equivalent to a degree or diploma in the same field obtained in Ontario. (They do not assess the equivalence of professional status granted in another country.) Academic credential assessment services also exist in other provinces.

An academic credential assessment is an important step in the licensing process for most regulated occupations. Immigrants who have their academic credentials assessed can also offer the assessment to potential employers to help gain entry to the labour market, or to academic institutions to help gain entry to the education system.

Of those interviewed, 29.1% had applied for academic credential assessment. Another 42.1% had not heard of academic credential assessments, and 28.8% had not had their academic credentials assessed although they knew of the service. (See appendix B, table 3.5a.)

Almost all of those who had applied for an academic credential assessment (91%) had done so after immigrating. (See appendix B, table 3.5b.)

Some 34.3% of the independent class participants reported that they had applied for academic credential assessment, compared with 15.4% of those in the family class. Of those in the independent class, 35.1% had not heard of academic credential assessments, compared with 64.4% of those in the family class. (See appendix C, table 3.5c.)

Of those with a master's degree or doctorate, one third (33.9%) had applied for academic credential assessments, compared with 17.6% of those with a diploma, certificate, or trade certificate. Of those with a master's degree or doctorate, only 32.1% had not heard of academic credential assessment, compared with 64.9% of those with a diploma, certificate, or trade certificate. (See appendix C, table 3.5d.)

Of those foreign-trained professionals who had had their academic qualifications assessed after immigrating, 73.2% were found to have a degree equivalent to degrees for the same discipline that were obtained in Ontario. (See appendix B, table 3.5e.)

More than a third of those who had had their credentials assessed after immigrating (39.3%) said that they found the assessment helpful. The other 60.7% said either that the assessment was not helpful or that they were not sure if it was helpful. (See appendix B, table 3.5f.)

Of those who reported that their credential assessment after immigrating was helpful, 56.3% said that it helped them obtain a job. (See appendix B, table 3.5g.)

Participants who had had their academic credentials assessed were more likely to be employed full-time. Of the respondents who had applied for academic credential assessment, 60.9% were employed full-time at the time of the interview, compared with 42.9% of those who had not heard of the service. Some 21.7% of respondents who had applied for academic credential assessment were not working, compared with 37.7% of those who had not heard of the service. (See table 3.5h, below.)

Table 3.5h: Employment status and application for an academic credential assessment

Employment status		Application for academic credential assessment			Total
		Yes	No, has not heard of the service	No, but knows of the service	
Employed full-time	Frequency	112	106	97	315
	%	60.9%	42.9%	54.5%	51.7%
Employed part-time	Frequency	21	35	16	72
	%	11.4%	14.2%	9.0%	11.8%
Not working	Frequency	40	93	52	185
	%	21.7%	37.7%	29.2%	30.4%
Status not clear	Frequency	11	13	13	37
	%	6.0%	5.3%	7.3%	6.1%
Total	Frequency	**184**	**247**	**178**	**609**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Because of the importance of academic credential assessments, in the fall of 2000 the Ontario government created a centralized academic credential assessment service for immigrant job-seekers, employers, regulatory bodies, academic institutions, private trainers, and personnel agencies. The service is operated by World Education Services–Canada.

3.6 Experiences With the Licensing Process

As noted in chapter 1, many professions are regulated by self-governing bodies. The self-governing bodies, also known as occupational regulatory bodies, have been established under provincial law to protect the public. They have the authority to set training and entry requirements for the profession and standards of practice and competence, to assess the qualifications and credentials of applicants, to register qualified applicants, and to discipline members.

While each profession is self-governed, a designated provincial ministry has the legislative authority for administering the statute that established the occupational regulatory body, approving professional regulations made by that body, and appointing members to the body's governing council.

Typically, to be admitted to a regulated profession in Ontario, candidates must obtain a professional postsecondary degree, complete a period of work experience or professional training, and pass certification examinations set by the self-governing body. Specific requirements (for example, the amount of work experience required) vary greatly from one profession to another. In addition, some regulated professions have national organizations, which may set nationwide exam requirements.

In all but a few cases, to work in their fields in Ontario foreign-trained professionals must have their qualifications recognized and certified by an occupational regulatory body. The process includes assessment of the following: the candidate's academic credentials compared with similar qualifications obtained in Ontario, the candidate's knowledge and skills as they pertain to the specific occupation (usually measured by a professional exam), and whether the candidate's level of language proficiency is sufficient to practise competently in the profession.

Almost half of the foreign-trained professionals who participated in our survey (46.9% of respondents) had required a licence to practise their profession in their previous country of residence. (See appendix B, table 3.6a.) Most (82.2%) had the necessary licence. (See appendix B, table 3.6b.) Almost all the participants (96.5% of respondents) practised their occupation before immigrating to Canada. (See appendix B, table 3.6c.)

Some 88.5% of respondents knew at the time of the interview with our researchers that they required a licence to practise their profession in Ontario. (See appendix B, table 3.6d.) Only 56.4%, however, knew the steps needed to obtain the licence. (See appendix B, table 3.6e.)

The participants had learned through many sources that they required a licence. The most common source was other people (41.1% of respondents), followed by unspecified sources before immigration (15.9%), organized services (14.2%), regulatory bodies (13.6%), media sources (8.4%), and "other" (6.7%). (See table 3.6.f, below.)

Table 3.6f: Source of information about needing a licence to practise in Ontario

Source of information	Frequency (number of responses)	Percentage (%)
Other people	220	41.1
Unspecified source before immigration	85	15.9
Organized services	76	14.2
Occupational regulatory bodies	73	13.6
Media sources (newspaper, TV, etc.)	45	8.4
Other	36	6.7
Total	**535**	**100.0**

Over a quarter of respondents (26.6%) had applied for a professional licence in Ontario at the time of their interview with our researchers. (See appendix B, table 3.6g.) Some 9.1% had obtained an Ontario licence at the time of the interview. (See appendix B, table 3.6h.)

More of those in the independent immigrant class knew about the licensing requirements before immigrating than those in the other two categories (19% of respondents in the independent class compared with 5.2% in the family class and 7.7% in "other" classes). Those interviewed in all classes appeared to have obtained this information more frequently from other people (51.9% in the family class, 37.4% in the independent class, and 53.8% in "other" classes) than through formal channels such as occupational regulatory bodies, organized services (academic credential assessment services, community groups, and so on), or the media. (See appendix C, table 3.6i.)

More men than women were likely to have obtained information about licensing requirements before immigrating (17.8% of male versus 12.4% of female respondents). Men were also more likely to have obtained the information through media sources (10.2% of male versus 5.2% of female respondents) and "other" sources (8.8% of male versus 3.1% of female respondents). Women obtained information about licensing requirements largely from other people (48.2% of female versus 37.1% of male respondents) or from organized services (17.6% of female versus 12.3% of male respondents). Men and women were equally likely to have obtained this information from occupational regulatory bodies (13.7% of male and 13.5% of female respondents). (See appendix C, table 3.6j.)

Many respondents (55.8%) knew that they needed to be proficient in an official language to obtain a licence, while 22.8% did not. Respondents with professional degrees were more aware of the OLA requirement than those at other education levels: 81% of respondents holding professional degrees knew of the OLA requirement, compared with 75% of those with a doctorate, 54.1% with a master's degree, 52.8% with a bachelor's degree, 58.3% with some postsecondary education, and 43.9% with a diploma, certificate, or trade certificate. (See appendix C, table 3.6k.)

A higher percentage of respondents from the United Kingdom and Europe knew about the licensing requirement for proficiency in one of Canada's two official languages than did respondents in the other groups: 75% of those from the United Kingdom and Europe compared with 25% of those from South Asia, 50% of those from the Pacific Rim, and 58.3% of those from other regions. (See appendix C, table 3.6l.)

Most respondents (77.1%) knew that their degrees had to be evaluated in Ontario as part of the licensing process. Some 10.2% did not know and 12.7% were unsure if they were aware of this requirement. (See appendix B, table 3.6m.)

More men than women knew that their degrees had to be evaluated (81.4% of male versus 69.7% of female respondents). (See appendix C, table 3.6n.)

More respondents had difficulty with the licensing process than did not: 42.7% said that the licensing process was "very difficult", 27.3% said that it was "somewhat difficult", while only 4.5% said that it was "not that difficult". (See appendix B, table 3.6o.)

Participants holding professional degrees on arrival in Canada reported having the greatest difficulty with the licensing process: 71.1% of respondents with professional degrees considered the licensing process "very difficult", compared with 27.3% of those with some postsecondary education; 26.8% of those with a diploma, certificate, or trade certificate; 41.4% with a

bachelor's degree; 43.7% with a master's degree; and 33.3% with a doctorate. (See appendix C, table 3.6p.)

3.7 Employment

3.7.1 Employment status

Some 41.8% of respondents reported that the first job they obtained in Canada was in their exact or a related profession. (See appendix B, table 3.7.1a.)

At the time of their interview with our researchers, a substantial proportion of the participants (51.7% of respondents) were employed full-time. Another 11.8% were employed part-time and 30.4% were not working. (See table 3.7.1b, below.)

Table 3.7.1b: Employment status at time of interview with our researchers

Employment status	Frequency (number of respondents)	Percentage (%)
Employed full-time	315	51.7
Employed part-time	72	11.8
Not working	185	30.4
Status not clear	37	6.1
Total	**609**	**100**

Those respondents who had been in Canada longest were most likely to be employed full-time (60.4% of 1994 arrivals compared with 33.9% of those who came in 1998–99). Similarly, the longer respondents had been in Canada, the less likely they were to be unemployed (only 14.4% of 1994 arrivals were unemployed compared with 53% of those who came in 1998–99). (See appendix C, table 3.7.1c.)

The data show that the majority (58.2%) of the respondents in the independent immigrant class were employed full-time, compared with 24.2% of those in the family class and 44.1% of those in "other" classes. As expected, the reverse is true for those who were unemployed: only 25.5%

of respondents in the independent class were unemployed, compared with 50.5% of family class respondents and 37.3% of those in "other" classes. (See appendix C, table 3.7.1d.)

The employment status of participants with professional degrees was particularly interesting. Fewer respondents with professional degrees were employed full-time than those with other levels of education. A greater percentage of respondents with professional degrees worked part-time than those with other levels of education (23.9%, compared with 17.6% with some postsecondary education; 13.7% with a diploma, certificate, or trade certificate; 9.9% with a bachelor's degree; 10.9% with a master's degree; and 9.1% with a doctorate). Many with a professional degree were unemployed: 47.8% of those with a professional degree compared with 23.5% with some postsecondary education; 35.6% with a diploma, certificate, or trade certificate; 29% with a bachelor's degree; 26.3% with a master's degree; and 27.3% with a doctorate. (See appendix C, table 3.7.1e.)

More men than women were employed full-time (58.8% of male versus 39.4% of female respondents), while more women than men were employed part-time (17.2% of female versus 8.8% of male respondents) or were unemployed (38.9% of female versus 25.5% of male respondents). (See appendix C, table 3.7.1f.)

3.7.2 Length of time to obtain first job

When asked how long it had taken to find their first job in Canada, 60.3% of respondents reported that they had found their first job within 6 months of arrival. Another 29.5% found their first job in the 6- to12-month period following their arrival, while 10% did not find their first job in Canada until more than a year after their arrival. (See appendix B, table 3.7.2a.)

Those who arrived in the latter part of the 1990s found their first jobs more quickly than those who arrived in the early part of the decade. A total of 81.2% of respondents who came in 1998–99 reported finding their first job within 6 months of arrival, compared with 68.2% of those who arrived in 1997, 61.5% of those who arrived in 1996, and 50.3% of those who arrived in 1995. The percentage who found their first job in the 6- to 12-month period following arrival decreases

steadily, from 31.8% of those respondents who arrived in 1994 to 15.9% of those who arrived in 1998–99. The proportion for whom it took more than 12 months to find a first job declines from 15.9% for respondents who arrived in 1994 to 2.9% for those who arrived in 1998–99. (See table 3.7.2b, below.)

Table 3.7.2b: Length of time to obtain first job and year of arrival

Length of time		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Less than 6 months	Frequency	56	72	64	58	56	306
	%	52.3%	50.3%	61.5%	68.2%	81.2%	60.2%
6–12 months	Frequency	34	54	29	22	11	150
	%	31.8%	37.8%	27.9%	25.9%	15.9%	29.5%
More than 12 months	Frequency	17	17	11	4	2	51
	%	15.9%	11.9%	10.6%	4.7%	2.9%	10.0%
Other	Frequency	0	0	0	1	0	1
	%	0%	0%	0%	1.2%	0%	0.2%
Total	Frequency	**107**	**143**	**104**	**85**	**69**	**508**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

More men than women found work within 6 months of arriving in Canada (64.9% of male versus 51.2% of female respondents). Men and women were almost equally represented in the 6- to 12-month period (29.8% of male versus 28.8% of female respondents). A higher percentage of women than men took more than 12 months after arriving in Canada to find their first job (20% of female versus 5% of male respondents). (See appendix C, table 3.7.2c.)

3.7.3 Strategies for economic maintenance

Participants told us that they employed the following strategies to support themselves in Canada: 70.1% of respondents worked at paying jobs at some point after arriving in Canada, 10.4% had a spouse working at a paying job, 11.3% used savings brought from their previous country of residence, and 3.3% were supported by government assistance. (See appendix B, table 3.7.3a.)

Almost 20% more men than women worked at paying jobs at some point after their arrival in Canada (76.8% of male versus 58.7% of female respondents). More women than men had spouses who worked at paying jobs (24.7% of female versus 2% of male respondents). Women

were less likely than men to have supported themselves on savings accumulated before immigration (8.5% of female versus 13% of male respondents). More women than men received government assistance (4.3% of female versus 2.8% of male respondents). (See appendix C, table 3.7.3b.)

More participants with some postsecondary education supported themselves by working at a paying job after their arrival in Canada than those in other categories. A total of 83% of respondents with some postsecondary education supported themselves by working at a paying job at some point, compared with 71.2% of those with a diploma, certificate, or trade certificate; 71.9% with a bachelor's degree; 49% with a professional degree; 70.4% with a master's degree; and 72.7% with a doctorate. Participants with higher levels of education on arrival in Canada were more likely to have used savings accumulated in their previous country of residence to support themselves: 5.6% of respondents with some postsecondary education; 6.8% of those with a diploma, certificate, or trade certificate; 9.7% of those with a bachelor's degree; 12.2% of those with a professional degree; 16.9% of those with a master's degree; and 18.2% of those with a doctorate. None of the respondents with some postsecondary education were supported by government assistance. Among respondents with other levels of education, those with professional degrees were most likely (10.2%) to have received such assistance. (See appendix C, table 3.7.3c.)

3.7.4 Economic situation

When participants were asked whether they would remain in Ontario, 86.2% of respondents said that they would. Only 2.5% said that they would not remain, and a further 11.3% said that they were not sure. (See appendix B, table 3.7.4a.)

Of those who said that they would leave or were not sure if they would leave, the majority (76.4%) told us that they would move if necessary to find a job. (See appendix B, table 3.7.4b.)

Some 35.8% of respondents reported that they were better off economically since immigrating to Canada than they were in their previous country of residence, whereas 37.2% stated that they

were worse off and 24.8% stated that they were approximately as well off. (See table 3.7.4c, below.)

Table 3.7.4c: Economic situation in Canada compared with economic situation in previous country of residence

Economic situation in Canada	Frequency (number of respondents)	Percentage (%)
Better off	229	35.8
About the same	159	24.8
Worse off	238	37.2
Not sure	14	2.2
Total	**640**	**100.0**

More participants who had arrived early in the 1990s reported that they were better off economically than those who had arrived towards the end of the decade (49.1% of respondents who had arrived in 1994 compared with 25.6% of those who had arrived in 1998–99). By the same token, the highest percentage of those who said that they were worse off had come to Canada more recently (44.4% of those who had arrived in 1998–99 compared with 25.4% of respondents who had arrived in 1994). (See appendix C, table 3.7.4d.)

We found a significant correlation between the participants' world region of origin and their perception of whether they were better off, the same, or worse off in Canada than before they immigrated. Respondents who were born in the United Kingdom or Europe were least likely to say that they were better off in Canada (20%). These respondents were also most likely to say that they were worse off (50%). The highest percentage of those who believed they are better off in Canada were from South Asia (62.5%). (See appendix C, table 3.7.4e.)

3.7.5 Work in one's field

Having a job does not necessarily mean that one is participating in the economy to one's full potential. We wanted to understand the types of jobs foreign-trained professionals have, in order to determine whether they are using their skills and experience to their full potential.

Some 41.6% of respondents were employed in their exact or a related profession as their first job, while 15.3% were employed in another profession and 43.1% were in a non-professional job as a means of earning income. (See appendix B, table 3.7.5a.)

Respondents who had arrived in 1994 tended to find their first jobs in their exact or a related profession (46.7%). Except for a slight increase in 1995 (47.9%), the percentage of those who found a first job in their exact or a related profession declined for respondents who had arrived more recently (1996, 39.2%; 1997, 34.5%; 1998–99, 31.3%). (See appendix C, table 3.7.5b.)

When participants were asked what type of work they were doing at the time of the interview, 53.1% of respondents said that they were employed in their exact or a related profession, 19.6% said that they were working in another profession, and 27.3% said that they were not employed in a profession. (See appendix B, table 3.7.5c.)

A greater percentage of respondents who had arrived in 1994 tended to have jobs in their exact or a related profession at the time of the interview (58.5%) than those who had arrived later. Except for a slight increase in 1995 (60.2%), the percentage of respondents with a job in their exact or a related profession at the time of the interview declined for more recent arrivals (35.8% for those who had arrived in 1998–99). By the same token, a smaller percentage of respondents who had arrived in 1994 tended to have a job that was not in a professional field (18.1%) at the time of the interview than those who had arrived later. The percentage significantly increased for the most recent arrivals (60.4% for those who had arrived in 1998–99). (See appendix C, table 3.7.5d.)

Some 30.5% of respondents whose first job in Canada was not in a profession later became employed in their exact or a related profession. Most of the respondents who got a first job in their exact or a related profession remained in that job category (85.6%), 9.4% became employed in an unrelated profession, and 5% took work that was not in a professional field. Of the respondents whose first job was not in a professional field, 12.6% later became employed in an unrelated profession and 56.9% remained in work that was not in a professional field. Eighteen per cent (18%) of the respondents whose first job was in an unrelated profession later became

employed in their exact or a related profession, 68.9% were still employed in an unrelated profession at the time of the interview, and 13.1% took work that was not in a professional field. (See table 3.7.5e, below.)

Table 3.7.5e: Job category at time of interview with our researchers and first job in Canada

Job category at time of interview		First job in Canada			Total
		Exact or related profession	Other profession	Non-professional work as means of earning income	
Exact or related profession	Frequency	154	11	51	216
	%	85.6%	18.0%	30.5%	52.9%
Other profession	Frequency	17	42	21	80
	%	9.4%	68.9%	12.6%	19.6%
Non-professional work as means of earning income	Frequency	9	8	95	112
	%	5.0%	13.1%	56.9%	27.5%
Total	Frequency	**180**	**61**	**167**	**408**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

4. CONCLUSIONS

The study reached the following conclusions about foreign-trained professionals attempting to gain entry into the Ontario labour market in jobs that use their skills:

- Occupation-specific information about the Ontario labour market and licensing procedures, including the steps involved in obtaining a licence and the possible need to upgrade educational and/or professional credentials before or after immigration, is extremely important in helping foreign-trained professionals obtain jobs in their fields.

Of those participants who received information about licensing requirements before immigrating to Canada, 65.8% were working in their exact or a related profession at the time of their interview with our researchers and 19.2% were working in a job that was not in a professional field. Of those who did not receive such information before immigrating, 50.3% were working in their exact or a related profession and 30.9% were working in a job that was not in a professional field. (All statistics cited in this chapter repeat information cited in chapter 3.)

- Government of Canada visa offices and the Internet are two critical mechanisms for the dissemination of information about the labour market and licensing procedures.

When participants were asked to suggest a useful mechanism for the dissemination of information about the Canadian labour market and professional licensing procedures, 46.2% of respondents mentioned Government of Canada visa offices and 28.1% cited the Internet. A substantial portion of foreign-trained professionals (27.4% of respondents) reported having access to the Internet in their home countries, and many (37.5%) of those who had such access used it to obtain information about the Canadian labour market before immigrating.

- Occupation-specific official-language skills are useful in helping foreign-trained professionals obtain a job that uses their skills.

Of those who reported an excellent ability to communicate in English in the occupation for which they were trained, 39.6% were working in their exact or a related profession at the time of their interview with our researchers. Conversely, of those who reported a poor/fair ability to communicate in English in their occupation, only 9.4% were working in their exact or a related profession.

- Computer, occupation-specific, and language courses taken after arrival in Canada are particularly helpful to foreign-trained professionals.

When participants were asked which of the courses they had taken were the most helpful, 28.7% of respondents named computer courses, 20% named occupation-specific courses, and 18.5% named language training. Some 59.6% of respondents reported that they were unable to take the training courses they had wanted to take. Among this group, 40.4% had wanted to take a computer course and 33.2% had wanted to take an occupation-specific course. In describing why they were unable to take the courses, 37.1% of respondents said that the courses were too costly and 25.2% said that they did not have enough time.

- Assessments of academic credentials are useful in helping foreign-trained professionals obtain a licence to practise their profession. This licence, in turn, gives them access to jobs in their fields.

Academic credential assessment is the first step in the licensing process. Of those foreign-trained professionals who had had their academic qualifications assessed, 73.2% were found to have a degree equivalent to degrees for the same profession obtained in Ontario. Many (39.3%) of those who had had their credentials assessed after immigration said that the assessment was useful. Of those who reported that their academic credential assessment was helpful, 56.3% said that it helped them obtain a job.

- Ontario benefits most from foreign-trained professionals when their first job in Canada is in the exact profession for which they were trained or a related one. In economic terms, this situation maximizes the human capital of these immigrants.

At the time of the interviews, most of those whose first job in Canada had been in their exact or a related profession had remained at that job level (85.6%). Some 56.9% of the foreign-trained professionals whose first job in Canada had not been in a professional field were still in jobs that were not in a professional field at the time of the interviews; however, 30.5% of those whose first job had not been in a professional field later became employed in their exact or a related profession.

5. ONTARIO'S ACTIONS

The Government of Ontario's Access to Professions and Trades (APT) initiative was established in 1995 to promote fair, merit-based registration procedures and employment practices for foreign-trained professionals and tradespeople, and thereby enhance the economic and social contributions these people make to the province. The ability of qualified immigrants to gain access to professions and trades is important for Ontario as its population ages and as its economy adjusts to the demands of the 21st century.

Ontario needs strategies that will augment its supply of skilled labour. The province's pool of skilled professionals and tradespeople must expand to meet the needs of local economies and to help Ontario succeed in the highly competitive global economy. Most of the growth in the province's labour force will come from immigration. By promoting access to professions and trades for qualified immigrants, the APT initiative is responding to Ontario's labour needs.

The initiative is a collaboration among the province (working through the APT unit in the Ministry of Training, Colleges and Universities), occupational regulatory bodies, community groups, and educational institutions.

Because all of Ontario benefits when foreign-trained professionals participate fully in the provincial economy as soon as possible after their arrival in the province, the government has taken the following steps.

5.1 Information

The Ministry of Training, Colleges and Universities offers new and prospective immigrants to Ontario occupational fact sheets that provide up-to-date information on licensing requirements and labour market conditions. Fifteen of these occupational fact sheets have been developed to date – 12 for professions and 3 for trades – and more are under way.

The ministry also uses the Internet to disseminate information to prospective immigrants about access to professions and trades in Ontario. On-line resource material includes interactive occupational fact sheets, which permit users to access the specific information they need. By summer 2002, these "e-fact sheets" had been developed for pharmacists, nurses, and engineering technologists.

To ensure that applicants who intend to work in Canada have realistic expectations of the Canadian labour market, the federal government should enhance the labour market information provided to these applicants. Such information should be current, accurate, and province-specific with respect to the skills in demand and the educational qualifications and certification or licensing requirements for practising various occupations and professions.

Immigration packages sent to applicants by federal government visa offices should contain up-to-date information sheets on occupations and professions such as those prepared by Ontario and described above. These fact sheets should include details about educational and certification or licensing requirements.

5.2 Settlement Assistance

In 2001–02, the Ministry of Training, Colleges and Universities budgeted $9 million under its Job Connect initiative to help newcomers settle into the province.

In 2000–2001, the Ministry of Citizenship's Newcomer Settlement Program provided $3.7 million to 97 community agencies for settlement and integration programs for new immigrants. In 2001–02, the ministry continued to fund community-based delivery of immigrant settlement services and special initiatives intended to strengthen settlement services.

The Ministry of Enterprise, Opportunity and Innovation's Business Immigration Services program helps immigrant entrepreneurs start businesses in Ontario.

5.3 Bridging Assistance

In partnership with a community agency, Skills for Change, and with funding from Human Resources Development Canada, the Ministry of Training, Colleges and Universities developed the Sector-Specific Terminology, Information, and Counselling project (STIC). STIC, which provides foreign-trained professionals with training manuals and self-assessment tools, was designed to speed up the entry of these highly skilled immigrants into the province's labour market. In addition, the ministry, working with the University of Toronto and the Ontario College of Pharmacists, developed a bridging program to help foreign-trained pharmacists obtain licences to practise pharmacy in Ontario more quickly.

The 2001–02 Ontario Budget announced that $12 million would be spent over three years to help qualified, foreign-trained professionals gain speedier access to their professions in Ontario. Projects are under way in the following sectors, which have been experiencing skill shortages: the health professions, teaching, auto parts manufacturing, skilled construction and manufacturing trades, computer programming in health informatics and financial services, and biotechnology.

The previous year's Budget committed $3.5 million to support two projects to provide qualified foreign-trained nurses and pharmacists with opportunities to attain the additional education and skills they need to meet Ontario standards without duplicating learning they had already acquired elsewhere.

5.4 Language Training

The Ministry of Education funds English-as-a-second-language (ESL) classes for adults in district school boards. However, immigrants' language needs are not entirely addressed by ESL courses, which are geared to general, day-to-day language needs. To obtain work in their trades or areas of professional expertise, immigrants also need to be able to read, write, and speak the language of their chosen occupation or profession – its terminology and jargon.

The federal government should strengthen its support for occupation-specific labour market language training for immigrants.

5.5 Academic Credential Assessment

As was mentioned earlier in this report, in the fall of 2000, an academic credential assessment service supported by the Ministry of Training, Colleges and Universities was launched in Ontario. Operated by World Education Services(WES)–Canada, the new service assesses foreign degrees and diplomas, providing comparisons with equivalent degrees and diplomas issued in Ontario.

Fair, accurate, and consistent assessments can help employers understand foreign educational qualifications. Academic institutions and regulatory bodies can also benefit from the service, which can help them assess candidates applying for admission or for a licence to practise.

WES, a not-for-profit agency, is the largest credential assessment service in North America with an international reputation for high-quality service. From fall 2001 to summer 2002, WES–Canada completed assessments in Ontario for individuals from over 110 countries. Twenty per cent of these assessments were requested by prospective immigrants overseas, and 27 occupational regulatory bodies, educational institutions, and employers recognized the benefits of and agreed to use WES–Canada's services.

The federal government should consult with the provinces to determine how province-specific academic credential assessment services can play a formal role in helping federal government visa officers, who conduct educational assessments of applicants for immigration, determine the educational equivalencies of these applicants.

5.6 Prior Learning Assessment

One of the ways to ensure that professionally trained immigrants start to participate in the provincial economy as soon as possible after their arrival is by making the process for assessing their credentials swift and smooth. Prior learning assessment and recognition (PLAR) is a way of recognizing the skills and knowledge people acquire through education, training, work experiences, and other life experiences. PLAR includes an assessment of formal educational credentials (discussed separately above), but it also acknowledges that people acquire skills and knowledge in a variety of ways, not just in classrooms. The Ministry of Training, Colleges and Universities' APT unit has been working with occupational regulatory bodies to produce effective models and tools for assessing the prior learning (skills and knowledge) of foreign-trained professionals and tradespersons.

For example, the APT unit provided the College of Midwives of Ontario with funding to help it develop and implement a prior learning and experience assessment (PLEA) process that includes a midwifery-specific language test and rigorous practical exams that test foreign-trained applicants' skills and knowledge in areas where it is felt that their qualifications may not equal those earned in Ontario. The project produced an effective-practices manual that can be used by other occupations as well. A substantial percentage of registered midwives in Ontario are now graduates of this PLEA process.

In another example, the APT unit funded the development of a streamlined process for assessing academic credentials and prior learning for the College of Physiotherapists of Ontario. The process offers a practical model for other occupations of how PLEA can be used to supplement traditional academic credential assessments at a relatively modest cost both to the foreign-trained applicants and to the regulatory body. The college's PLEA process includes counselling applicants on the best ways to present evidence of their skills and knowledge.

5.7 A Model for Other Jurisdictions

The APT initiative has demonstrated innovation and creativity in providing solutions to a complex social and economic issue, but perhaps its most impressive accomplishment to date is

the widespread acknowledgement of immigrants as vital, contributing assets to our economy. For this, the initiative has been recognized both nationally and internationally.

A number of Ontario-initiated projects are being adapted in other provinces and for a variety of occupations. The Sector-Specific Terminology, Information, and Counselling program referred to in section 5.3 above is being replicated for nurses in British Columbia, and the BC Government has established a dedicated unit similar to the APT unit of the Ontario Ministry of Training, Colleges and Universities.

The innovative leadership and success demonstrated by the APT initiative have attracted the attention of several countries. Representatives of governmental and non-governmental organizations from Australia, the Czech Republic, Denmark, France, and Korea have visited Ontario to investigate the initiative. It has become an example of how government-led strategies can change the way skilled immigrants apply their education and training.

APPENDIX A: DEFINITIONS OF TERMS USED

Statistics Terminology

Readers of this report will encounter the following terminology:

- *Frequency* or *frequency distribution*: a measure of the frequency of occurrence of the values of a variable (for example, the number of people who gave the same answer to the same question)
- *Cross-tabulations*: comparisons of data (for example, a comparison of the answers given to the same question by recent immigrants and by immigrants who arrived some time ago)
- *N*: the number of people involved in the sample studied (for example, N = 643 for this study)

Regulated Professions

In Ontario and other provinces, certain professions are regulated by self-governing bodies established under provincial laws to protect the public by setting standards of practice and competence. At the time of this study, Ontario had 34 of these regulated professions, all of which were included in this study. A list of these professions follows at the end of this subsection.

Some regulated professions require that practitioners be registered with the profession's self-governing body to work in that field. For example, to practise law in Ontario or to call oneself a lawyer in Ontario, one must be registered with the Law Society of Upper Canada. Other regulated professions allow practitioners to do some or all of the work of the profession without being registered with the self-governing body, but require practitioners to be registered if they want to use the title of the profession. For example, engineers who are not registered can work in their field, but they cannot sign or affix their name to plans or specifications. Registration can be important for gaining entry to the labour market in one's field.

Most of the regulated professions included in the study are those that require practitioners to be registered with the profession's self-governing body to work in their field. Of those professions that allow practitioners to do some or all of the work of the profession without being registered, but require them to be registered if they want to use the title of the profession, only those that had a high number of immigrant landings in the time frame covered by this study (1994–99) were included in the study, with one exception – engineering technologists and technicians.

Many immigrants who practised as engineering technologists and technicians in their country of origin were entitled to be called professional engineers in those countries. Because immigrants in this study self-identified their occupation and because many immigrants are not aware of the distinction in Ontario between the two occupations, some of these individuals identified themselves as professional engineers. They were not excluded from the study, even when their true classification emerged, to allow us to understand the magnitude of this situation. Since only a small percentage of those who had first identified themselves as professional engineers were later determined to be engineering technologists and technicians (6.2%), their inclusion did not skew the overall analysis.

Regulated Professions Included in This Study

Architect	Lawyer
Audiologist and speech pathologist	Massage therapist
Certified general accountant	Medical laboratory technologist
Certified management accountant	Medical radiation technologist
Chartered accountant	Midwife
Chiropodist/Podiatrist	Nurse/Practical nurse
Chiropractor	Occupational therapist
Dental hygienist	Optician
Dental surgeon/Dentist	Optometrist
Dental technologist	Pharmacist
Denturist	Physician or surgeon
Dietitian/Nutritionist	Physiotherapist
Engineer	Psychologist
Engineering technician or technologist	Real estate broker
Funeral director	Respiratory therapist
Insurance broker	Teacher
Land surveyor	Veterinarian

Immigrant Class

The Immigration Act of Canada specifies three main categories of immigrants, corresponding to the three objectives of Canada's immigration policy: economic, humanitarian, and family reunification. The three categories are as follows:

- *Family class*: This category consists of those who are close relatives of a sponsor who is a citizen or permanent resident of Canada.

- *Independent class*: Persons in this category include skilled workers, self-employed people, and business immigrants such as entrepreneurs and investors. They have been assessed as being able to make a contribution to the "development of a strong and viable economy and the prosperity of all regions in Canada" (Immigration Act of Canada, 1967, as amended). Most of the foreign-trained professionals in our study (74.3%) fall into this category.

- *Convention refugee and designated class*: *Convention refugees* are those who meet the definition set out under the United Nations Convention on Refugees – generally those who have well-founded fears of persecution for reasons of race, religion, nationality, membership in a particular social group, or political opinion, and who are outside the country of their nationality, or who do not have a country of nationality but are outside the country of their former habitual residence and are unwilling to return. Immigrants in this class are selected abroad or recognized here in Canada by the Immigration and Refugee Board.

  The *designated class* includes persons displaced by refugee-like emergencies or persecution, as well as persons whom the Government of Canada's visa offices abroad or the Immigration and Refugee Board here in Canada have accepted on humanitarian grounds. For the purpose of this study, *convention refugees and designated class* immigrants were condensed into "other" classes.

World Regions

- *The United Kingdom and Europe* includes England, Scotland, Wales, and Northern Ireland in the United Kingdom; and the following countries in Europe: Albania, Armenia, Belarus, Bosnia-Herzegovina, Bulgaria, Croatia, the Czech Republic, Finland, France, Georgia, Greece, Latvia, Poland, Romania, Russia, Ukraine, other countries that made up the former Yugoslavia, and other countries that made up the former Union of Soviet Socialist Republics.

- *South Asia* includes Afghanistan, Bangladesh, India, Pakistan, and Sri Lanka.

- *Pacific Rim* includes Australia, China, Hong Kong, Korea, Japan, New Zealand, the Philippines, Taiwan, and other southeast Asian countries.

- *Other* includes Africa; the Middle East; North, Central and South America; and Guyana and the Caribbean.

Job Categories

The following job categories are used in this report:

- *Exact profession*: the profession for which the immigrants were trained and in which they were working before immigrating to Ontario. People classified in this category are usually licensed in Ontario and performing all the duties required of someone registered in their profession.

- *Related profession*: a high-status job that is related to the profession for which the immigrants were trained and in which they were working before coming to Ontario. The important distinction between this category and *exact profession* is that the newcomers are using their skills but are not licensed, and thus are not able to perform all the duties in their professions. Examples include medical professionals who, because they are not licensed in their exact profession, are unable to treat patients but who are conducting research. These immigrants are often satisfied with their jobs because they are using their skills and earning a good income.

  Immigrants in this job category may also be employed in jobs that are related to the profession for which they were trained and in which they were working before coming to Ontario, but that are at a lower level. Although they are not licensed in their exact profession, they are able to use some of their skills. Examples include professional engineers who are working as engineering technologists or technicians, or physicians or nurses who are working as health care aids. These immigrants are usually only somewhat satisfied with their jobs. They are able to work in fields that are similar to their professions, but they are earning less income and are not using their skills to their full potential.

- *Other profession*: a profession that is unrelated to the field for which the immigrants were trained and in which they were working before coming to Ontario. Immigrants in this

category were usually working in an occupation that required them to attend school in Ontario to retrain. Examples include professional engineers who attended school in Ontario for three years to become computer programmers or software developers. The new jobs, however, are in skilled occupations. We found that these immigrants were satisfied with their new jobs, which were of interest to them, they were earning good incomes, and they may have had opportunities to use some of the skills in which they were originally trained.

- *Non-professional job as means of earning income*: an occupation, often at a low level, that does not allow immigrants to use the skills and knowledge in which they were trained and which they used in their country of origin. Examples include pizza delivery or taxi driving. We found that immigrants in this category were not satisfied with their jobs, were not earning much money, and were doing this work simply to earn a living.

APPENDIX B: FREQUENCY DISTRIBUTIONS

This appendix contains all the *frequency distribution tables* referred to in chapter 3, including those that were shown in chapter 3. See appendix C for the cross-tabulation tables referred to in chapter 3.

Tables Referred to in Section 3.1

Table 3.1a: Year of arrival

Year of arrival	Frequency (number of responses)	Percentage (%)
1994	114	17.8
1995	152	23.7
1996	117	18.2
1997	126	19.6
1998–99	133	20.7
Total	**642**	**100.0**

Table 3.1b: Age

Age	Frequency (number of responses)	Percentage (%)
30 or younger	117	18.2
31–40	341	53.0
41 or older	185	28.8
Total	**643**	**100.0**

Table 3.1c: Gender

Gender	Frequency (number of responses)	Percentage (%)
Male	402	62.5
Female	241	37.5
Total	**643**	**100.0**

Table 3.1d: Knowledge of Canada's official languages

Knowledge of Canada's official languages	Frequency (number of responses)	Percentage (%)
English only	535	83.2
French only	9	1.4
Neither French nor English	22	3.4
Both French and English	75	11.7
Total	**641**	**100.0**

Table 3.1e: Immigrant class

Class	Frequency (number of responses)	Percentage (%)
Family	104	16.2
Independent	478	74.3
Other	61	9.5
Total	**643**	**100.0**

Table 3.1f: World region of origin

Region of origin	Frequency (number of responses)	Percentage (%)
UK and Europe	20	3.1
South Asia	16	2.5
Pacific Rim	197	30.6
Other	410	63.8
Total	**643**	**100.0**

Table 3.1g: Education level on arrival

Education level	Frequency (number of responses)	Percentage (%)
Bachelor's degree	333	51.8
Master's degree/doctorate	168	26.1
Diploma/certificate/trade certificate	74	11.5
Professional degree	50	7.8
Some postsecondary education	18	2.8
Total	**643**	**100.0**

Table 3.1h: Profession in home country

Profession in home country	Frequency (number of responses)	Percentage (%)
Engineer	276	42.9
Teacher	80	12.4
Accountant	63	9.8
Physician	46	7.2
Engineering technician	40	6.2
Nurse	29	4.5
Pharmacist	24	3.7
Medical laboratory technician	22	3.4
Veterinarian	12	1.9
Architect	8	1.2
Lawyer	8	1.2
Medical radiation technologist	7	1.1
Dentist/dental surgeon	6	0.9
Dental technologist	6	0.9
Psychologist	4	0.6
Physiotherapist	4	0.6
Midwife	3	0.5
Respiratory therapist	1	0.2
Insurance broker	1	0.2
Land surveyor	1	0.2
Occupational therapist	1	0.2
Agrologist	1	0.2
Total	**643**	**100.0**

Tables Referred to in Section 3.2

Table 3.2a: Source of general information about Canada received before immigrating

Source	Frequency (number of responses)	Percentage (%)
Friends/family	266	57.2
Books	35	7.5
Visa office	33	7.1
Newspapers	20	4.3
Internet	16	3.4
Library	15	3.2
Unspecified source	14	3.0
Visit to Canada	13	2.8
General information	8	1.7
Government agency	7	1.5
Job-related information	7	1.5
Lawyer/consultant	6	1.3
Information about specific cities	6	1.3
Agencies abroad	2	0.4
Co-workers	2	0.4
Community agency	1	0.2
Tourist information	1	0.2
Religious advisor	1	0.2
Radio Canada International	1	0.2
Seminar	1	0.2
Other	10	2.2
Total	**465**	**100.0**

Table 3.2b: Type of employment information received before immigrating

Type of information	Frequency (number of responses)	Percentage (%)
Jobs readily available	38	14.4
Job available in profession	22	8.3
Jobs not available	29	11.0
Jobs not available in profession	23	8.7
Information/requirements about licences	22	8.3
General labour market information	106	40.2
Other	24	9.1
Total	**264**	**100.0**

Table 3.2c: Information received before immigrating about needing a licence to practise chosen profession in Ontario

Response	Frequency (number of responses)	Percentage (%)
Yes	297	46.3
No	331	51.6
Not sure	13	2.0
Total	**641**	**100.0**

Table 3.2d: Information received before immigrating about occupation-specific licensing requirements

Response	Frequency (number of responses)	Percentage (%)
Yes	129	20.1
No	463	72.2
Not sure	49	7.6
Total	**641**	**100.0**

Table 3.2e: Information received before immigrating about employment opportunities in chosen profession

Response	Frequency (number of responses)	Percentage (%)
Yes	186	29.1
No	345	53.9
Not sure	109	17.0
Total	**640**	**100.0**

Table 3.2f is a cross-tabulation. It can be found in appendix C.

Table 3.2g: Helpfulness of information about chosen profession received before immigrating

Helpfulness	Frequency (number of responses)	Percentage (%)
Very helpful	33	5.5
Helpful	139	23.2
Neither helpful nor unhelpful	63	10.5
Not very helpful	71	11.9
Not at all helpful	51	8.5
No information received	237	39.6
Not sure	5	0.8
Total	**599**	**100.0**

Table 3.2h is a cross-tabulation. It can be found in appendix C.

Table 3.2i: Internet access in home country

Response	Frequency (number of responses)	Percentage (%)
Yes	176	27.4
No	466	72.6
Total	**642**	**100.0**

Table 3.2j: Location of Internet access in home country

Location	Frequency (number of responses)	Percentage (%)
Home	71	42.3
Work	69	41.1
School	18	10.7
Friends/family	5	3.0
Library	2	1.2
Community centre	1	0.6
Other	2	1.2
Total	**168**	**100.0**

Table 3.2k: Type of information about Canada accessed through the Internet before immigrating

Type of information	Frequency (number of responses)	Percentage (%)
Canadian labour market	30	37.5
General	22	27.5
Immigration	8	10.0
Occupation-specific requirements	4	5.0
Weather	3	3.8
E-mail messages	2	2.5
Cost of living	1	1.3
Housing	1	1.3
Education	1	1.3
Health care	1	1.3
Don't remember	1	1.3
Other	6	7.5
Total	**80**	**100.0**

Table 3.2l: Location where more labour market information is needed

Location	Frequency (number of responses)	Percentage (%)
Visa offices	291	46.2
Internet	177	28.1
Libraries	68	10.8
Newspapers	44	7.0
Other	50	7.9
Total	**630**	**100.0**

Tables Referred to in Section 3.3.1

Table 3.3.1a: Official-language ability (writing) on arrival in Canada

Official-language ability (writing)	Frequency (number of responses)	Percentage (%)
Poor	51	8.1
Fair	95	15.1
Good	317	50.4
Excellent	166	26.4
Total	**629**	**100.0**

Table 3.3.1b: Official-language ability (reading) on arrival in Canada

Official-language ability (reading)	Frequency (number of responses)	Percentage (%)
Poor	43	6.8
Fair	71	11.3
Good	322	51.0
Excellent	195	30.9
Total	**631**	**100.0**

Table 3.3.1c: Official-language ability (speaking) on arrival in Canada

Official-language ability (speaking)	Frequency (number of responses)	Percentage (%)
Poor	77	12.3
Fair	148	23.6
Good	273	43.5
Excellent	129	20.6
Total	**627**	**100.0**

Table 3.3.1d: Official-language ability at time of interview with our researchers

Official-language ability	Frequency (number of responses)	Percentage (%)
Poor/fair	71	11.1
Good	374	58.5
Excellent	194	30.4
Total	**639**	**100.0**

Table 3.3.1e: Official-language ability evaluated at time of visa interview

Response	Frequency (number of responses)	Percentage (%)
Yes	425	75.0
No	140	24.7
Not sure	2	0.4
Total	**567**	**100.0**

Table 3.3.1f: Method used to evaluate official-language ability at visa interview

Method	Frequency (number of responses)	Percentage (%)
Interview was in official language	366	88.8
Application form was checked	26	6.3
Applicant submitted standardized test scores	8	1.9
Applicant submitted essay written in English with application form	6	1.5
Applicant given text to read and asked to answer questions on the text	2	0.5
Applicant given written and conversation tests	2	0.5
Translator was present	1	0.2
Don't know	1	0.2
Total	**412**	**100.0**

Table 3.3.1g: Improvement in official-language ability since arrival in Canada

Response	Frequency (number of responses)	Percentage (%)
Yes	374	58.4
No	267	41.7
Total	**641**	**100.0**

Table 3.3.1h: Method used to improve official-language ability since arrival in Canada

Method	Frequency (number of responses)	Percentage (%)
General English-as-a-second-language (ESL) course	139	37.1
Language Instruction for Newcomers to Canada	77	20.5
Test of English as a Foreign Language course	52	13.9
ESL occupation-specific course	8	2.1
Private school course	2	0.5
Other school course	10	2.7
Self-taught	39	10.4
Tutor	1	0.3
Friend/family	10	2.7
TV	10	2.7
Work	7	1.9
College course	2	0.5
Advanced English course	6	1.6
Books	1	0.3
Other	11	2.9
Total	**375**	**100.0**

Tables 3.3.1i through 3.3.1l are cross-tabulations. They can be found in appendix C.

Tables Referred to in Section 3.3.2

Table 3.3.2a: Occupation-specific official-language ability at time of interview with our researchers

Occupation-specific official-language ability	Frequency (number of responses)	Percentage (%)
Poor/fair	64	10.1
Good	344	53.9
Excellent	222	34.8
Don't know	8	1.3
Total	**638**	**100.0**

Tables 3.3.2b through 3.3.2f are cross-tabulations. They can be found in appendix C.

Tables Referred to in Section 3.4

Table 3.4a: Training courses taken since arrival in Canada

Response	Frequency (number of responses)	Percentage (%)
Yes	339	52.7
No	304	47.3
Total	**643**	**100.0**

Table 3.4b: The most helpful training course

Type of course	Frequency (number of responses)	Percentage (%)
Computer/technology	133	28.7
Occupation-specific	93	20.0
Language	86	18.5
Postsecondary education	48	10.3
Job search	23	5.0
All	18	3.9
None	17	3.7
Co-op	15	3.2
Don't know	11	2.4
Other	20	4.3
Total	**464**	**100.0**

Table 3.4c: Reason training course was the most helpful

Reason	Frequency (number of responses)	Percentage (%)
Related to field of work	82	20.0
Provided job information/will help get a job	70	17.1
Improved communication skills	53	12.9
Provided a useful skill	53	12.9
Upgraded knowledge	42	10.2
Only training course taken	18	4.4
Liked the course	17	4.1
Proved useful for job and at home	17	4.1
Provided a good experience	15	3.7
Completed occupational requirements	12	2.9
Was in a field that is in demand	9	2.2
Good for career change	8	2.0
To improve business (self-employment)	1	0.2
Don't know	1	0.2
Other	12	2.9
Total	**410**	**100.0**

Table 3.4d: Wanted, but unable, to take training courses

Response	Frequency (number of responses)	Percentage (%)
Yes	373	59.6
No	235	37.5
Not sure	18	2.9
Total	**626**	**100.0**

Table 3.4e: Type of training course desired, but not taken

Type of training course	Frequency (number of responses)	Percentage (%)
Computer/technology	150	40.4
Occupation-specific	123	33.2
Language	27	7.3
Occupation-specific computer	19	5.1
University/college	7	1.9
Master's degree	5	1.4
Doctorate	2	0.5
Nursing or health-related	5	1.4
Occupational health	2	0.5
Banking	2	0.5
Networking	1	0.3
Other	28	7.6
Total	**371**	**100.0**

Table 3.4f: Reason for not taking desired training course

Reason	Frequency (number of responses)	Percentage (%)
Too expensive	118	37.1
Not enough time	80	25.2
No information	21	6.6
Working	18	5.7
Not yet available	16	5.0
Did not know where to take course	10	3.1
Must improve language skills first	9	2.8
Space limitations	7	2.2
Just arrived in Canada	6	1.9
Course restricted	5	1.6
Family responsibilities	4	1.3
Not accepted	4	1.3
On waiting list	3	0.9
Inconvenient location	2	0.6
Course not advanced enough	1	0.3
Other	14	4.4
Total	**318**	**100.0**

Table 3.4g is a cross-tabulation. It can be found in appendix C.

Tables Referred to in Section 3.5

Table 3.5a: Applied for academic credential assessment

Response	Frequency (number of responses)	Percentage (%)
Yes	187	29.1
No, has not heard of the service	271	42.1
No, but knows of the service	185	28.8
Total	**643**	**100.0**

Table 3.5b: When academic credentials were assessed

Time period	Frequency (number of responses)	Percentage (%)
Before coming to Canada	17	9.0
After coming to Canada	171	91.0
Total	**188**	**100.0**

Tables 3.5c and 3.5d are cross-tabulations. They can be found in appendix C.

Table 3.5e: Results of academic credential assessment obtained after immigrating

Result	Frequency (number of responses)	Percentage (%)
Degree considered equivalent to degree obtained in Ontario	131	73.2
Degree considered of a lower level than degree obtained in Ontario	31	17.3
Further training required	7	3.9
Don't know	10	5.6
Total	**179**	**100.0**

Table 3.5f: Helpfulness of academic credential assessment obtained after immigrating

Response	Frequency (number of responses)	Percentage (%)
Yes	68	39.3
No	97	56.1
Not sure	8	4.6
Total	**173**	**100.0**

Table 3.5g: Reason academic credential assessment obtained after immigrating was helpful

Reason	Frequency (number of responses)	Percentage (%)
Helped get job	36	56.3
Helped get licence	7	10.9
Let me know where I stand	7	10.9
Helped with school	5	7.8
Led to increased wages	2	3.1
Prompted me to take necessary courses	1	1.6
Other	6	9.4
Total	**64**	**100.0**

Table 3.5h is a cross-tabulation. It can be found in appendix C.

Tables Referred to in Section 3.6

Table 3.6a: Licence required to practise profession in previous country of residence

Response	Frequency (number of responses)	Percentage (%)
Yes	297	46.9
No	306	48.3
Depended on circumstances	28	4.4
Don't know	2	0.3
Total	**633**	**100.0**

Table 3.6b: Had licence to practise in previous country of residence

Response	Frequency (number of responses)	Percentage (%)
Yes	328	82.0
No	71	17.8
Total	**399**	**100.0**

Table 3.6c: Practised profession before immigrating to Canada

Response	Frequency (number of responses)	Percentage (%)
Yes	610	96.5
No	22	3.5
Total	**632**	**100.0**

Table 3.6d: Knew at time of interview with our researchers that a licence is required to practise in Ontario

Response	Frequency (number of responses)	Percentage (%)
Yes	560	88.5
No	73	11.5
Total	**633**	**100.0**

Table 3.6e: Knew at time of interview with our researchers the steps needed to obtain a licence

Response	Frequency (number of responses)	Percentage (%)
Yes	312	56.4
No	167	30.2
Some of the steps	74	13.4
Total	**553**	**100.0**

Table 3.6f: Source of information about needing a licence to practise in Ontario

Source of information	Frequency (number of responses)	Percentage (%)
Other people	220	41.1
Unspecified source before immigration	85	15.9
Organized services	76	14.2
Occupational regulatory bodies	73	13.6
Media sources (newspaper, TV, etc.)	45	8.4
Other	36	6.7
Total	**535**	**100.0**

Table 3.6g: Had applied for licence at time of interview with our researchers

Response	Frequency (number of responses)	Percentage (%)
Yes	166	26.6
No	459	73.4
Total	**625**	**100.0**

Table 3.6h: Had licence at time of interview with our researchers

Response	Frequency (number of responses)	Percentage (%)
Yes	56	9.1
No	558	90.9
Total	**614**	**100.0**

Tables 3.6i through 3.6l are cross-tabulations. They can be found in appendix C.

Table 3.6m: Knew that degree had to be evaluated as part of licensing process

Response	Frequency (number of responses)	Percentage (%)
Yes	347	77.1
No	46	10.2
Not sure	57	12.7
Total	**450**	**100.0**

Table 3.6n is a cross-tabulation. It can be found in appendix C.

Table 3.6o: Difficulty experienced with licensing process

Level of difficulty	Frequency (number of responses)	Percentage (%)
Not that difficult	18	4.5
Somewhat difficult	108	27.3
Very difficult	169	42.7
Other	101	25.5
Total	**396**	**100.0**

Table 3.6p is a cross-tabulation. It can be found in appendix C.

Tables Referred to in Section 3.7.1

Table 3.7.1a: First job in Canada in exact or related profession

Response	Frequency (number of responses)	Percentage (%)
Yes	213	41.8
No	296	58.0
Not sure	1	0.2
Total	**510**	**100.0**

Table 3.7.1b: Employment status at time of interview with our researchers

Employment status	Frequency (number of respondents)	Percentage (%)
Employed full-time	315	51.7
Employed part-time	72	11.8
Not working	185	30.4
Status not clear	37	6.1
Total	**609**	**100**

Tables 3.7.1c through 3.7.1f are cross-tabulations. They can be found in appendix C.

Tables Referred to in Section 3.7.2

Table 3.7.2a: Length of time to obtain first job

Length of time	Frequency (number of responses)	Percentage (%)
Less than 6 months	307	60.3
6–12 months	150	29.5
More than 12 months	51	10.0
Other	1	0.2
Total	**509**	**100.0**

Tables 3.7.2b and 3.7.2c are cross-tabulations. They can be found in appendix C.

Tables Referred to in Section 3.7.3

Table 3.7.3a: Strategies used by immigrants to support themselves

Strategy	Frequency (number of responses)	Percentage (%)
Worked at a paying job	445	70.1
Spouse worked at a paying job	66	10.4
Used money brought into the country	72	11.3
Supported by government assistance	21	3.3
Other	31	4.9
Total	**635**	**100.0**

Tables 3.7.3b and 3.7.3c are cross-tabulations. They can be found in appendix C.

Tables Referred to in Section 3.7.4

Table 3.7.4a: Intend to stay in Ontario

Response	Frequency (number of responses)	Percentage (%)
Yes	551	86.2
No	16	2.5
Not sure	72	11.3
Total	**639**	**100.0**

Table 3.7.4b: Reason to move out of Ontario

Reason	Frequency (number of responses)	Percentage (%)
Job	42	76.4
Friends/family	3	5.5
Education	1	1.8
Other	9	16.4
Total	**55**	**100.0**

Table 3.7.4c: Economic situation in Canada compared with economic situation in previous country of residence

Economic situation in Canada	Frequency (number of respondents)	Percentage (%)
Better off	229	35.8
About the same	159	24.8
Worse off	238	37.2
Not sure	14	2.2
Total	**640**	**100.0**

Tables 3.7.4d and 3.7.4e are cross-tabulations. They can be found in appendix C.

Tables Referred to in Section 3.7.5

Table 3.7.5a: First job in Canada

First job in Canada	Frequency (number of responses)	Percentage (%)
Exact or related profession	209	41.6
Other profession	77	15.3
Non-professional work as means of earning income	217	43.1
Total	**503**	**100.0**

Table 3.7.5b is a cross-tabulation. It can be found in appendix C.

Table 3.7.5c: Job category at time of interview with our researchers

Job category at time of interview	Frequency (number of responses)	Percentage (%)
Exact or related profession	220	53.1
Other profession	81	19.6
Non-professional work as means of earning income	113	27.3
Total	**414**	**100.0**

Tables 3.7.5d and 3.7.5e are cross-tabulations. They can be found in appendix C.

APPENDIX C: CROSS-TABULATIONS

This appendix contains all the *cross-tabulation tables* referred to in chapter 3, including those that were shown in chapter 3. See appendix B for the frequency distribution tables referred to in chapter 3.

Tables Referred to in Section 3.1

All tables referred to in section 3.1 are frequency distribution tables. They can be found in appendix B.

Tables Referred to in Section 3.2

Tables 3.2a through 3.2e are frequency distribution tables. They can be found in appendix B.

Table 3.2f: Job category at time of interview with our researchers and information received before immigrating about licensing requirements

Job category		Information received about licensing requirements				Total
		Yes	No	Not really	Yes, but misleading	
Exact or related profession	Frequency	48	153	16	2	219
	%	65.8%	50.3%	51.6%	40.0%	53.0%
Other profession	Frequency	11	57	12	1	81
	%	15.1%	18.8%	38.7%	20.0%	19.6%
Non-professional work as means of earning income	Frequency	14	94	3	2	113
	%	19.2%	30.9%	9.7%	40.0%	27.4%
Totals	Frequency	**73**	**304**	**31**	**5**	**413**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.2g is a frequency distribution table. It can be found in appendix B.

Table 3.2h: Helpfulness of information about chosen profession received before immigrating and immigrant class

Helpfulness		Immigrant class			Total
		Family	Independent	Other	
Very helpful	Frequency	2	26	5	33
	%	2.1%	5.8%	8.8%	5.5%
Helpful	Frequency	13	112	14	139
	%	13.7%	25.1%	24.6%	23.2%
Neither helpful nor unhelpful	Frequency	7	53	3	63
	%	7.4%	11.9%	5.3%	10.5%
Not very helpful	Frequency	5	65	1	71
	%	5.3%	14.5%	1.8%	11.9%
Not at all helpful	Frequency	9	39	3	51
	%	9.5%	8.7%	5.3%	8.5%
No information	Frequency	58	148	31	237
	%	61.1%	33.1%	54.4%	39.6%
Not sure	Frequency	1	4	0	5
	%	1.1%	0.9%	0%	0.8%
Total	Frequency	**95**	**447**	**57**	**599**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables 3.2i through 3.2l are frequency distribution tables. They can be found in appendix B.

Tables Referred to in Section 3.3.1

Tables 3.3.1a through 3.3.1h are frequency distribution tables. They can be found in appendix B.

Table 3.3.1i: Official language ability at time of interview with our researchers and year of arrival

Official language ability		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Poor/fair	Frequency	8	10	11	10	32	71
	%	7.1%	6.6%	9.5%	8.0%	24.2%	11.1%
Good	Frequency	78	98	53	76	69	374
	%	69.0%	64.5%	45.7%	60.8%	52.3%	58.6%
Excellent	Frequency	27	44	52	39	31	193
	%	23.9%	28.9%	44.8%	31.2%	23.5%	30.3%
Total	Frequency	**113**	**152**	**116**	**125**	**132**	**638**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.3.1j: Official-language ability at time of interview with our researchers and gender

Official-language ability		Gender		Total
		Male	Female	
Poor/fair	Frequency	33	38	71
	%	8.3%	15.9%	11.1%
Good	Frequency	231	143	374
	%	57.8%	59.8%	58.5%
Excellent	Frequency	136	58	194
	%	34.0%	24.3%	30.4%
Total	Frequency	**400**	**239**	**639**
	%	**100.0%**	**100.0%**	**100.0%**

Table 3.3.1k: Official-language ability at time of interview with our researchers and immigrant class

Official-language ability		Immigrant class			Total
		Family	Independent	Other	
Poor/fair	Frequency	23	39	9	71
	%	22.3%	8.2%	14.8%	11.1%
Good	Frequency	56	286	32	374
	%	54.4%	60.2%	52.5%	58.5%
Excellent	Frequency	24	150	20	194
	%	23.3%	31.6%	32.8%	30.4%
Total	Frequency	**103**	**475**	**61**	**639**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.3.1l: Official-language ability at time of interview with our researchers and world region of origin

Official-language ability		World region of origin				Total
		UK and Europe	South Asia	Pacific Rim	Other	
Poor/fair	Frequency	6	0	35	30	71
	%	31.6%	0%	17.8%	7.4%	11.1%
Good	Frequency	10	5	118	241	374
	%	52.6%	33.3%	59.9%	59.1%	58.5%
Excellent	Frequency	3	10	44	137	194
	%	15.8%	66.7%	22.3%	33.6%	30.4%
Total	Frequency	**19**	**15**	**197**	**408**	**639**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.3.2

Table 3.3.2a is a frequency distribution table. It can be found in appendix B.

Table 3.3.2b: Occupation-specific official-language ability at time of interview with our researchers and year of arrival

Occupation-specific official-language ability		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Poor/fair	Frequency	8	8	10	13	25	64
	%	7.1%	5.3%	8.6%	10.4%	18.9%	10.0%
Good	Frequency	74	87	50	63	70	344
	%	65.5%	57.6%	43.1%	50.4%	53.0%	54.0%
Excellent	Frequency	31	56	53	48	33	221
	%	27.4%	37.1%	45.7%	38.4%	25.0%	34.7%
Don't know	Frequency	0	0	3	1	4	8
	%	0%	0%	2.6%	0.8%	3.0%	1.3%
Total	Frequency	**113**	**151**	**116**	**125**	**132**	**637**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.3.2c: Occupation-specific official-language ability at time of interview with our researchers and education level on arrival

Occupation-specific official-language ability		Education level on arrival						Total
		Some postsecondary education	Diploma/ certificate/ trade certificate	Bachelor's degree	Professional degree	Master's degree	Doctorate	
Poor/fair	Frequency	5	10	34	6	8	1	64
	%	27.8%	13.5%	10.3%	12.0%	5.6%	4.3%	10.0%
Good	Frequency	7	31	193	29	75	9	344
	%	38.9%	41.9%	58.5%	58.0%	52.4%	39.1%	53.9%
Excellent	Frequency	6	30	99	14	60	13	222
	%	33.3%	40.5%	30.0%	28.0%	42.0%	56.5%	34.8%
Don't know	Frequency	0	3	4	1	0	0	8
	%	0%	4.1%	1.2%	2.0%	0%	0%	1.3%
Total	Frequency	**18**	**74**	**330**	**50**	**143**	**23**	**638**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.3.2d: Occupation-specific official-language ability and immigrant class

Occupation-specific official language ability		Immigrant class			Total
		Family	Independent	Other	
Poor/fair	Frequency	22	32	10	64
	%	21.4%	6.7%	16.7%	10.0%
Good	Frequency	55	261	28	344
	%	53.4%	54.9%	46.7%	53.9%
Excellent	Frequency	23	178	21	222
	%	22.3%	37.5%	35.0%	34.8%
Don't know	Frequency	3	4	1	8
	%	2.9%	0.8%	1.7%	1.3%
Total	Frequency	**103**	**475**	**60**	**638**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.3.2e: Occupation-specific official-language ability and gender

Occupation-specific official language ability		Gender		Total
		Male	Female	
Poor/fair	Frequency	26	38	64
	%	6.5%	15.9%	10.0%
Good	Frequency	208	136	344
	%	52.1%	56.9%	53.9%
Excellent	Frequency	163	59	222
	%	40.9%	24.7%	34.8%
Don't know	Frequency	2	6	8
	%	0.5%	2.5%	1.3%
Total	Frequency	**399**	**239**	**638**
	%	**100.0%**	**100.0%**	**100.0%**

Table 3.3.2f: Job category at time of interview with our researchers and occupation-specific official-language ability

Job category at time of interview		Occupation-specific official-language ability				Total
		Poor/fair	Good	Excellent	Don't know	
Exact or related profession	Frequency	6	123	88	0	217
	%	9.4%	35.8%	39.6%	0%	34.0%
Other profession	Frequency	6	35	39	1	81
	%	9.4%	10.2%	17.6%	12.5%	12.7%
Non-professional work as means of earning income	Frequency	12	64	35	2	113
	%	18.8%	18.6%	15.8%	25.0%	17.7%
No response	Frequency	40	122	60	5	227
	%	62.5%	35.5%	27.0%	62.5%	35.6%
Total	Frequency	**64**	**344**	**222**	**8**	**638**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.4

Tables 3.4a through 3.4f are frequency distribution tables. They can be found in appendix B.

Table 3.4.g: Training taken and immigrant class

Training taken		Immigrant class			Total
		Family	Independent	Other	
Yes	Frequency	42	269	28	339
	%	40.4%	56.3%	45.9%	52.7%
No	Frequency	62	209	33	304
	%	59.6%	43.7%	54.1%	47.3%
Total	Frequency	**104**	**478**	**61**	**643**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.5

Tables 3.5a and 3.5b are frequency distribution tables. They can be found in appendix B.

Table 3.5c: Application for academic credential assessment and immigrant class

Application for academic credential assessment		Immigrant class			Total
		Family	Independent	Other	
Yes	Frequency	16	164	7	187
	%	15.4%	34.3%	11.5%	29.1%
No, has not heard of the service	Frequency	67	168	36	271
	%	64.4%	35.1%	59.0%	42.1%
No, but knows of the service	Frequency	21	146	18	185
	%	20.2%	30.5%	29.5%	28.8%
Total	Frequency	**104**	**478**	**61**	**643**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.5d: Application for academic credential assessment and education level on arrival

Application for academic credential assessment		Education level on arrival					Total
		Some postsecondary education	Diploma/ certificate/ trade certificate	Bachelor's degree	Professional degree	Master's degree/ doctorate	
Yes	Frequency	1	13	105	11	57	187
	%	5.6%	17.6%	31.5%	22.0%	33.9%	29.1%
No, has not heard of the service	Frequency	10	48	135	24	54	271
	%	55.6%	64.9%	40.5%	48.0%	32.1%	42.1%
No, but knows of the service	Frequency	7	13	93	15	57	185
	%	38.9%	17.6%	27.9%	30.0%	33.9%	28.8%
Total	Frequency	**18**	**74**	**333**	**50**	**168**	**643**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables 3.5e through 3.5g are frequency distribution tables. They can be found in appendix B.

Table 3.5h: Employment status and application for an academic credential assessment

Employment status		Application for academic credential assessment			Total
		Yes	No, has not heard of the service	No, but knows of the service	
Employed full-time	Frequency	112	106	97	315
	%	60.9%	42.9%	54.5%	51.7%
Employed part-time	Frequency	21	35	16	72
	%	11.4%	14.2%	9.0%	11.8%
Not working	Frequency	40	93	52	185
	%	21.7%	37.7%	29.2%	30.4%
Status not clear	Frequency	11	13	13	37
	%	6.0%	5.3%	7.3%	6.1%
Total	Frequency	**184**	**247**	**178**	**609**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.6

Tables 3.6a through 3.6h are frequency distribution tables. They can be found in appendix B.

Table 3.6i: Source of knowledge about licensing requirements and immigrant class

Source of knowledge about licensing requirements		Immigrant class			Total
		Family	Independent	Other	
Unspecified source before immigration	Frequency	4	77	4	85
	%	5.2%	19.0%	7.7%	15.9%
Media sources	Frequency	3	38	4	45
	%	3.9%	9.4%	7.7%	8.4%
Occupational regulatory bodies	Frequency	14	55	4	73
	% Class	18.2%	13.5%	7.7%	13.6%
Organized services	Frequency	15	54	7	76
	%	19.5%	13.3%	13.5%	14.2%
Other people	Frequency	40	152	28	220
	%	51.9%	37.4%	53.8%	41.1%
Other sources	Frequency	1	30	5	36
	%	1.3%	7.4%	9.6%	6.7%
Total	Frequency	**77**	**406**	**52**	**535**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.6j: Source of knowledge about licensing requirements and gender

Source of knowledge about licensing requirements		Gender		Total
		Male	Female	
Unspecified source before immigration	Frequency	61	24	85
	%	17.8%	12.4%	15.9%
Media sources	Frequency	35	10	45
	%	10.2%	5.2%	8.4%
Occupational regulatory bodies	Frequency	47	26	73
	%	13.7%	13.5%	13.6%
Organized services	Frequency	42	34	76
	%	12.3%	17.6%	14.2%
Other people	Frequency	127	93	220
	%	37.1%	48.2%	41.1%
Other sources	Frequency	30	6	36
	%	8.8%	3.1%	6.7%
Total	Frequency	**342**	**193**	**535**
	%	**100.0%**	**100.0%**	**100.0%**

Table 3.6k: Knew about licensing requirement for proficiency in an official language and education level on arrival

Knew about licensing requirement for proficiency in an official language		Education level on arrival						Total
		Some postsecondary education	Diploma/ certificate/ trade certificate	Bachelor's degree	Professional degree	Master's degree	Doctorate	
Yes	Frequency	7	18	121	34	53	9	242
	%	58.3%	43.9%	52.8%	81.0%	54.1%	75.0%	55.8%
No	Frequency	3	9	52	8	24	3	99
	%	25.0%	22.0%	22.7%	19.0%	24.5%	25.0%	22.8%
Not sure	Frequency	2	14	56	0	21	0	93
	%l	16.7%	34.1%	24.5%	0%	21.4%	0%	21.4%
Total	Frequency	**12**	**41**	**229**	**42**	**98**	**12**	**434**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.6l: Knew about licensing requirement for proficiency in an official language and world region of origin

Knew about licensing requirement for proficiency in an official language		World region of origin				Total
		UK and Europe	South Asia	Pacific Rim	Other	
Yes	Frequency	12	3	58	169	242
	%	75.0%	25.0%	50.0%	58.3%	55.8%
No	Frequency	1	2	33	63	99
	%	6.3%	16.7%	28.4%	21.7%	22.8%
Not sure	Frequency	3	7	25	58	93
	%	18.8%	58.3%	21.6%	20.0%	21.4%
Total	Frequency	**16**	**12**	**116**	**290**	**434**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables 3.6m is a frequency distribution table. It can be found in appendix B.

Table 3.6n: Knew that degree had to be evaluated as part of licensing process and gender

Knew that degree had to be evaluated		Gender		Total
		Male	Female	
Yes	Frequency	232	115	347
	%	81.4%	69.7%	77.1%
No	Frequency	26	20	46
	%	9.1%	12.1%	10.2%
Not sure	Frequency	27	30	57
	%	9.5%	18.2%	12.7%
Total	Frequency	**285**	**165**	**450**
	%	**100.0%**	**100.0%**	**100.0%**

Table 3.6o is a frequency distribution table. It can be found in appendix B.

Table 3.6p: Difficulty experienced with licensing process and education level on arrival

Difficulty experienced with licensing process		Education level on arrival						Total
		Some postsecondary education	Diploma/ certificate/ trade certificate	Bachelor's degree	Professional degree	Master's degree	Doctorate	
Not very difficult	Frequency	1	6	9	0	1	1	18
	%	9.1%	14.6%	4.3%	0%	1.1%	11.1%	4.5%
Somewhat difficult	Frequency	5	8	58	5	28	4	108
	%	45.5%	19.5%	27.6%	13.2%	32.2%	44.4%	27.3%
Very difficult	Frequency	3	11	87	27	38	3	169
	%	27.3%	26.8%	41.4%	71.1%	43.7%	33.3%	42.7%
Other	Frequency	2	16	56	6	20	1	101
	%	18.2%	39.0%	26.7%	15.8%	23.0%	11.1%	25.5%
Total	Frequency	**11**	**41**	**210**	**38**	**87**	**9**	**396**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.7.1

Tables 3.7.1a and 3.7.1b are frequency distribution tables. They can be found in appendix B.

Table 3.7.1c: Employment status at time of interview with our researchers and year of arrival

Employment status		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Employed full-time	Frequency	67	101	56	51	39	314
	%	60.4%	66.4%	49.1%	44.0%	33.9%	51.6%
Employed part-time	Frequency	19	13	18	11	11	72
	%	17.1%	8.6%	15.8%	9.5%	9.6%	11.8%
Not working	Frequency	16	29	32	47	61	185
	%	14.4%	19.1%	28.1%	40.5%	53.0%	30.4%
Status not clear	Frequency	9	9	8	7	4	37
	%	8.1%	5.9%	7.0%	6.0%	3.5%	6.1%
Total	Frequency	**111**	**152**	**114**	**116**	**115**	**608**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.7.1d: Employment status at time of interview with our researchers and immigrant class

Employment status		Immigrant class			Total
		Family	Independent	Other	
Employed full-time	Frequency	22	267	26	315
	%	24.2%	58.2%	44.1%	51.7%
Employed part-time	Frequency	17	47	8	72
	%	18.7%	10.2%	13.6%	11.8%
Not working	Frequency	46	117	22	185
	%	50.5%	25.5%	37.3%	30.4%
Status not clear	Frequency	6	28	3	37
	%	6.6%	6.1%	5.1%	6.1%
Total	Frequency	**91**	**459**	**59**	**609**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.7.1e: Employment status at time of interview with our researchers and education level on arrival

Employment status		Education level on arrival						Total
		Some postsecondary education	Diploma/ certificate/ trade certificate	Bachelor's degree	Professional degree	Master's degree	Doctorate	
Employed full-time	Frequency	8	31	173	12	79	12	315
	%	47.1%	42.5%	55.1%	26.1%	57.7%	54.5%	51.7%
Employed part-time	Frequency	3	10	31	11	15	2	72
	%	17.6%	13.7%	9.9%	23.9%	10.9%	9.1%	11.8%
Not working	Frequency	4	26	91	22	36	6	185
	%	23.5%	35.6%	29.0%	47.8%	26.3%	27.3%	30.4%
Status not clear	Frequency	2	6	19	1	7	2	37
	%	11.8%	8.2%	6.1%	2.2%	5.1%	9.1%	6.1%
Total	Frequency	**17**	**73**	**314**	**46**	**137**	**22**	**609**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.7.1f: Employment status at time of interview with our researchers and gender

Employment status		Gender		Total
		Male	Female	
Employed full-time	Frequency	228	87	315
	%	58.8%	39.4%	51.7%
Employed part-time	Frequency	34	38	72
	%	8.8%	17.2%	11.8%
Not working	Frequency	99	86	185
	%	25.5%	38.9%	30.4%
Status not clear	Frequency	27	10	37
	%	7.0%	4.5%	6.1%
Total	Frequency	**388**	**221**	**609**
	%	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.7.2

Table 3.7.2a is a frequency distribution table. It can be found in appendix B.

Table 3.7.2b: Length of time to obtain first job and year of arrival

Length of time		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Less than 6 months	Frequency	56	72	64	58	56	306
	%	52.3%	50.3%	61.5%	68.2%	81.2%	60.2%
6–12 months	Frequency	34	54	29	22	11	150
	%	31.8%	37.8%	27.9%	25.9%	15.9%	29.5%
More than 12 months	Frequency	17	17	11	4	2	51
	%	15.9%	11.9%	10.6%	4.7%	2.9%	10.0%
Other	Frequency	0	0	0	1	0	1
	%	0%	0%	0%	1.2%	0%	0.2%
Total	Frequency	**107**	**143**	**104**	**85**	**69**	**508**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.7.2c: Length of time to obtain first job and gender

Length of time		Gender		Total
		Male	Female	
Less than 6 months	Frequency	220	87	307
	%	64.9%	51.2%	60.3%
6–12 months	Frequency	101	49	150
	%	29.8%	28.8%	29.5%
More than 12 months	Frequency	17	34	51
	%	5.0%	20.0%	10.0%
Other	Frequency	1	0	1
	%	0.3%	0%	0.2%
Total	Frequency	**339**	**170**	**509**
	%	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.7.3

Table 3.7.3a is a frequency distribution table. It can be found in appendix B.

Table 3.7.3b: Strategies used by immigrants to support themselves and gender

Strategy		Gender		Total
		Male	Female	
Worked at a paying job	Frequency	307	138	445
	%	76.8%	58.7%	70.1%
Spouse worked at a paying job	Frequency	8	58	66
	%	2.0%	24.7%	10.4%
Used money brought into the country	Frequency	52	20	72
	%	13.0%	8.5%	11.3%
Supported by government assistance	Frequency	11	10	21
	%	2.8%	4.3%	3.3%
Other	Frequency	22	9	31
	%	5.5%	3.8%	4.9%
Total	Frequency	**400**	**235**	**635**
	%	**100.0%**	**100.0%**	**100.0%**

Table 3.7.3c: Strategies used by immigrants to support themselves in Canada and education level on arrival

Strategy		Education level on arrival						Total
		Some postsecondary education	Diploma/ certificate/ trade certificate	Bachelor's degree	Professional degree	Master's degree	Doctorate	
Worked at a paying job	Frequency	15	52	238	24	100	16	445
	%	83.3%	71.2%	71.9%	49.0%	70.4%	72.7%	70.1%
Spouse worked at a paying job	Frequency	1	11	38	8	8	0	66
	%	5.6%	15.1%	11.5%	16.3%	5.6%	0%	10.4%
Used money brought into the country	Frequency	1	5	32	6	24	4	72
	%	5.6%	6.8%	9.7%	12.2%	16.9%	18.2%	11.3%
Supported by government assistance	Frequency	0	2	8	5	5	1	21
	%	0%	2.7%	2.4%	10.2%	3.5%	4.5%	3.3%
Other	Frequency	1	3	15	6	5	1	31
	%	5.6%	4.1%	4.5%	12.2%	3.5%	4.5%	4.9%
Total	Frequency	**18**	**73**	**331**	**49**	**142**	**22**	**635**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.7.4

Tables 3.7.4a through 3.7.4c are frequency distribution tables. They can be found in appendix B.

Table 3.7.4d: Economic situation in Canada compared with economic situation in previous country of residence and year of arrival

Economic situation in Canada		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Better off	Frequency	56	72	39	28	34	229
	%	49.1%	47.4%	33.9%	22.4%	25.6%	35.8%
About the same	Frequency	26	36	28	34	34	158
	%	22.8%	23.7%	24.3%	27.2%	25.6%	24.7%
Worse off	Frequency	29	44	46	60	59	238
	%	25.4%	28.9%	40.0%	48.0%	44.4%	37.2%
Not sure	Frequency	3	0	2	3	6	14
	%	2.6%	0%	1.7%	2.4%	4.5%	2.2%
Total	Frequency	**114**	**152**	**115**	**125**	**133**	**639**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.7.4e: Economic situation in Canada compared with economic situation in previous country of residence and world region of origin

Economic situation in Canada		World region of origin				Total
		UK and Europe	South Asia	Pacific Rim	Other	
Better off	Frequency	4	10	65	150	229
	%	20.0%	62.5%	33.0%	36.9%	35.8%
About the same	Frequency	4	4	56	95	159
	%	20.0%	25.0%	28.4%	23.3%	24.8%
Worse off	Frequency	10	2	76	150	238
	%	50.0%	12.5%	38.6%	36.9%	37.2%
Not sure	Frequency	2	0	0	12	14
	%	10.0%	0%	0%	2.9%	2.2%
Total	Frequency	**20**	**16**	**197**	**407**	**640**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Tables Referred to in Section 3.7.5

Table 3.7.5a is a frequency distribution table. It can be found in appendix B.

Table 3.7.5b: First job in Canada and year of arrival

First job in Canada		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Exact or related profession	Frequency	49	69	40	29	21	208
	%	46.7%	47.9%	39.2%	34.5%	31.3%	41.4%
Other profession	Frequency	16	23	20	13	5	77
	%	15.2%	16.0%	19.6%	15.5%	7.5%	15.3%
Non-professional work as means of earning income	Frequency	40	52	42	42	41	217
	%	38.1%	36.1%	41.2%	50.0%	61.2%	43.2%
Total	Frequency	**105**	**144**	**102**	**84**	**67**	**502**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.7.5c is a frequency distribution table. It can be found in appendix B.

Table 3.7.5d: Job category at time of interview with our researchers and year of arrival

Job category at time of interview		Year of arrival					Total
		1994	1995	1996	1997	1998–99	
Exact or related profession	Frequency	55	74	39	32	19	219
	%	58.5%	60.2%	49.4%	50.0%	35.8%	53.0%
Other profession	Frequency	22	26	20	11	2	81
	%	23.4%	21.1%	25.3%	17.2%	3.8%	19.6%
Non-professional work as means of earning income	Frequency	17	23	20	21	32	113
		18.1%	18.7%	25.3%	32.8%	60.4%	27.4%
Total	Frequency	**94**	**123**	**79**	**64**	**53**	**413**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3.7.5e: Job category at time of interview with our researchers and first job in Canada

Job category at time of interview		First job in Canada			Total
		Exact or related profession	Other profession	Non-professional work as means of earning income	
Exact or related profession	Frequency	154	11	51	216
	%	85.6%	18.0%	30.5%	52.9%
Other profession	Frequency	17	42	21	80
	%	9.4%	68.9%	12.6%	19.6%
Non-professional work as means of earning income	Frequency	9	8	95	112
	%	5.0%	13.1%	56.9%	27.5%
Total	Frequency	**180**	**61**	**167**	**408**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**